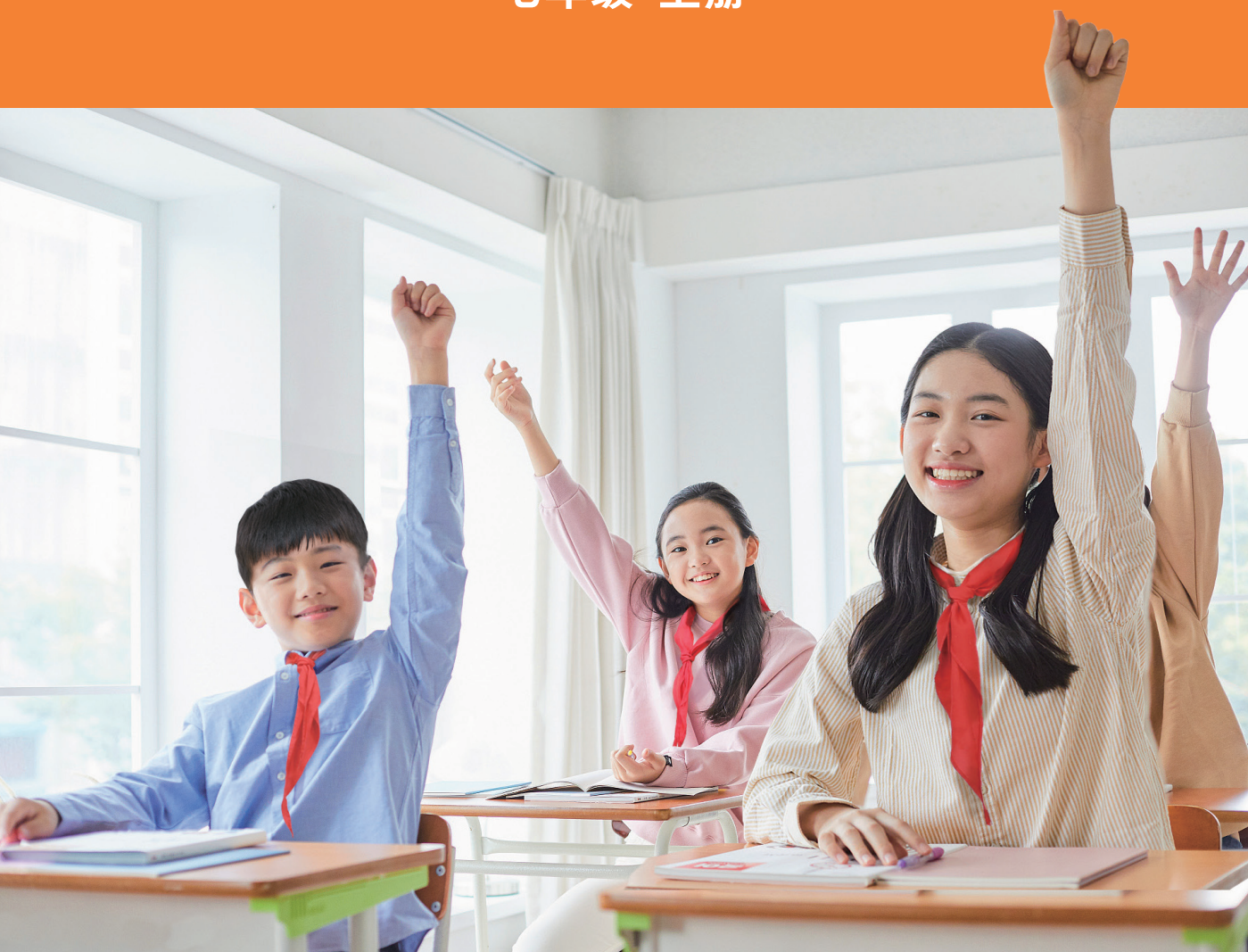




义务教育教科书

# 英语

七年级 上册



外语教学与研究出版社  
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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# 英语

七年级 上册

主 编：孙有中

副 主 编：夏谷鸣

分册主编：张 虹

编 者：王德美 刘敬雯 何润青 宋靖霞

张 涛 张黎新 祝和军 覃文胜

（按照姓氏笔画排序）

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# 前言

2000 年，外语教学与研究出版社依据国家《义务教育英语课程标准（实验稿）》组织开发了本套教材。至今，本套教材已出版使用二十余年，得到了广大师生的一致好评。2022 年，以马克思主义中国化时代化最新成果为指引，根据教育部《义务教育英语课程标准（2022 年版）》的理念与要求，在充分考虑我国义务教育阶段英语教育实际学情和教情的基础上，我们对本套教材进行了认真修订，重建了框架结构且进行了全新的内容设计，确保在初中英语学科教育中全面贯彻党的教育方针，落实立德树人根本任务。

修订后的初中教材共 6 册，每册均由 6 个学习单元及附录组成，七年级上册增设了小初衔接单元（Starter）。教材各学习单元均遵循认知发展过程进行编写，分为“理解—发展—实践”3 个环节，由 5 个板块构成，分别为：背景激活（Starting out）、主题理解（Understanding ideas）、思维拓展（Developing ideas）、主题实践（Presenting ideas）、自我评价（Reflection）。附录包括 Communication bank、Language notes、Words and expressions 等板块。

修订后的教材的主要特色如下：

一、科学设计单元流程，整体设计单元内容，秉持在体验中学习、在实践中运用、在迁移中创新的学习理念，切实落实学思结合、用创为本的英语学习活动观。

二、语篇题材多样、体裁丰富，语言地道鲜活、难度适中，符合学生的兴趣特点，有助于提升学生的语篇意识、丰富学生的语言感知与学习体验。

三、活动设计紧密围绕主题，指向主题意义建构与产出，促使学生发现问题、分析问题和解决问题。

四、坚持“教—学—评”一体化，围绕教材各环节的学习过程和成果，将评价贯穿于英语课程教与学的全过程，彰显评价的促学和促教作用。

五、融通多元文化，促进文明互鉴。引导学生在增强国家认同的基础上，尊重世界文化多样性，开展灵活、有效、坚守中国立场的跨文化沟通，提升文化自信。

学习英语没有捷径，需要持之以恒的努力。本套教材旨在帮助广大学生以开放的心态接受新挑战，积极尝试，大胆实践。通过不断学习，提升核心素养，为继续学习英语和终身发展打下坚实的基础。

# Scope and sequence

| Starter                      |                                                                                                     | Get ready                                                                                               |                      |
|------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------|
| Welcome to junior high! p2   |                                                                                                     | nouns; numbers; articles; simple present tense; simple future tense                                     |                      |
| Unit                         | Starting out                                                                                        | Understanding ideas                                                                                     |                      |
|                              |                                                                                                     | Reading                                                                                                 | Grammar              |
| 1 p14<br>A new start         |                                                                                                     | <b>The first lesson</b><br><b>Learning to think:</b><br>Understanding a famous saying                   | Pronouns             |
| 2 p30<br>More than fun       |                                                                                                     | <b>Rock music meets the erhu</b><br><b>Learning to think:</b><br>Understanding the characters' feelings | Simple present tense |
| 3 p46<br>Family ties         |                                                                                                     | <b>Silent love</b><br><b>Learning to think:</b> Making comments about a character                       | Possessive nouns     |
| 4 p62<br>Time to celebrate   |                                                                                                     | <b>An unusual Spring Festival</b><br><b>Learning to think:</b> Exploring differences                    | Adverbs of frequency |
| 5 p78<br>The power of plants |                                                                                                     | <b>Within a plant</b><br><b>Learning to think:</b><br>Understanding a pun                               | Simple future tense  |
| 6 p94<br>Fantastic friends   | <b>Pigeon surprise</b><br><b>Learning to think:</b><br>Understanding people's thoughts and feelings | Present continuous tense                                                                                |                      |
| Appendices p110              |                                                                                                     |                                                                                                         |                      |

| Know your school                                                                                                                                                                                         | Get to know each other                                                                                                                                                                   | Make a wishing tree |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| there be structure;<br>basic sentence structures                                                                                                                                                         | adjectives                                                                                                                                                                               |                     |
| Developing ideas                                                                                                                                                                                         |                                                                                                                                                                                          | Reflection          |
| Listening and speaking                                                                                                                                                                                   | Reading for writing                                                                                                                                                                      |                     |
| <b><i>Making plans in junior high</i></b><br><b>Phonetics:</b> Pronunciation: /ɑ:/ /æ/ /e/<br><b>Learning to learn:</b> Describing problems                                                              | <b><i>Before your journey starts</i></b><br><b>Learning to think:</b> Comparing (1)<br><b>Writing:</b><br>Completing Mia's reply to her parents                                          |                     |
| <b><i>Saving the bird</i></b><br><b>Phonetics:</b> Pronunciation: /i:/ /ɪ/ /i/<br><b>Learning to learn:</b> Expressing cause and effect                                                                  | <b><i>Emma's adventure</i></b><br><b>Learning to think:</b> Recalling your own experience<br><b>Writing:</b><br>Writing a summary of the story                                           |                     |
| <b><i>Communication within a family</i></b><br><b>Phonetics:</b> Pronunciation: /u:/ /ʊ/ /ʌ/<br><b>Learning to learn:</b> Listening for examples<br><b>Learning to learn:</b> Softening language         | <b><i>Racing together</i></b><br><b>Learning to think:</b> Finding the writer's idea<br><b>Writing:</b><br>Writing a short paragraph about your family members' support                  |                     |
| <b><i>A green Christmas</i></b><br><b>Phonetics:</b> Pronunciation: /ɜ:/ /ɒ/<br><b>Learning to learn:</b> Listening for facts and opinions<br><b>Learning to learn:</b> Agreeing and disagreeing         | <b><i>When duty shines</i></b><br><b>Learning to think:</b> Drawing conclusions from experiences<br><b>Writing:</b><br>Writing a short paragraph about a person on duty during festivals |                     |
| <b><i>The importance of corn</i></b><br><b>Phonetics:</b> Pronunciation: /eɪ/ /aɪ/ /ɔɪ/<br><b>Learning to learn:</b> Listening for numbers<br><b>Learning to learn:</b> Asking for and giving permission | <b><i>What's your cup of tea?</i></b><br><b>Learning to think:</b> Comparing (2)<br><b>Writing:</b><br>Writing a short paragraph about tea and your family                               |                     |
| <b><i>Fire rescue dog</i></b><br><b>Phonetics:</b> Pronunciation: /ɜ:/ /ə/<br><b>Learning to learn:</b> Preparing to listen<br><b>Learning to learn:</b> Asking questions to find out information        | <b><i>As dead as a dodo</i></b><br><b>Learning to think:</b> Understanding the writing purpose<br><b>Writing:</b><br>Writing a short paragraph about dodos                               |                     |



**Starter**

# Welcome to junior high!



Welcome to junior high! You'll learn new things. You'll also meet new teachers and classmates. Are you ready? Let's start! It'll be fun!

## Get ready

### 1 Match the words and expression with the things in the picture.

- |                                      |                                 |
|--------------------------------------|---------------------------------|
| <input type="checkbox"/> textbook    | <input type="checkbox"/> ruler  |
| <input type="checkbox"/> pencil case | <input type="checkbox"/> pencil |
| <input type="checkbox"/> pen         | <input type="checkbox"/> eraser |
| <input type="checkbox"/> schoolbag   | <input type="checkbox"/> paper  |



### 2 Read and complete. Then listen and check.

textbooks

pencil case

pens

schoolbag

ruler

**Mum:** Tomorrow is your first day of junior high school. Are you ready?

**Li Ming:** Yes, Mum!

**Mum:** Where is your <sup>1</sup> \_\_\_\_\_?

**Li Ming:** Here it is. And look at my <sup>2</sup> \_\_\_\_\_. I have two pencils, three <sup>3</sup> \_\_\_\_\_, an eraser and a <sup>4</sup> \_\_\_\_\_ in it.

**Mum:** And your <sup>5</sup> \_\_\_\_\_? Put them in your schoolbag.

**Li Ming:** OK.

Know more about nouns → p130

### 3 Listen and complete the conversation with *a / an* or a number.

one

two

three

four

five

six

seven

eight

nine

ten

eleven

twelve

**Mum:** How about you, Li Meng?

**Li Meng:** I am ready, too. Look. I have <sup>1</sup> \_\_\_\_\_ pencils and <sup>2</sup> \_\_\_\_\_ pens. I also have <sup>3</sup> \_\_\_\_\_ eraser and <sup>4</sup> \_\_\_\_\_ ruler. They are all in my pencil case.

Know more about numbers and articles → p131

### 4 Talk about your school things.

I have a schoolbag, a pencil case, three pencils, an eraser and a ruler.

**5 Match the subjects with the textbooks.**

- |                                                     |                                  |                                  |
|-----------------------------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> geography                  | <input type="checkbox"/> English | <input type="checkbox"/> art     |
| <input type="checkbox"/> biology                    | <input type="checkbox"/> maths   | <input type="checkbox"/> music   |
| <input type="checkbox"/> PE                         | <input type="checkbox"/> Chinese | <input type="checkbox"/> history |
| <input type="checkbox"/> ethics and the rule of law |                                  |                                  |



**6 Read and answer. What subjects do Li Ming and Li Meng like best?**

**Mum:** What subjects do you have now?

**Li Ming:** Look here. We have Chinese, maths, English, ethics and the rule of law, art, music and PE.

**Li Meng:** We also have many new subjects, like history, geography and biology.

**Mum:** What subjects do you like best?

**Li Ming:** I like Chinese, English and art best.

**Li Meng:** I like maths, music and PE best.

**Know more about the simple present tense → p131**

**7 Work in pairs. Talk about your subjects.**

**A** What subjects do you have now?

**B** I have...

**A** What subjects do you like best?

**B** I like... best.



**8 Point and say.**

What colour is it?

It's grey.



**9 Match the words and expressions with the pictures.**

- ☐ sports trousers
- ☐ sports jacket
- ☐ red scarf
- ☐ T-shirt
- ☐ skirt
- ☐ shoes
- ☐ sports shoes
- ☐ shirt
- ☐ coat



**10 Listen and choose.**

**Nana:** Hi, Wang Tao. What are you going to wear tomorrow for school?

**Wang Tao:** My school uniform, of course. I'm going to wear a <sup>1</sup> **d** and <sup>2</sup> \_\_\_\_\_. How about you?

**Nana:** I'm also going to wear my school uniform. I have a <sup>3</sup> \_\_\_\_\_, a <sup>4</sup> \_\_\_\_\_ and a <sup>5</sup> \_\_\_\_\_.

**Wang Tao:** What shoes are you going to wear?

**Nana:** I'm going to wear a pair of <sup>6</sup> \_\_\_\_\_. How about you?

**Wang Tao:** I'll wear <sup>7</sup> \_\_\_\_\_.

**Nana:** Oh, don't forget your <sup>8</sup> \_\_\_\_\_.

**Wang Tao:** Thanks, I won't.

**Know more about the simple future tense → p132**

**11 Talk about what you are going to wear this weekend.**

## Know your school

1 Read and complete.

teaching building

dining hall

playground

library

# Welcome

This is your new school. There are three buildings and a playground. It's not big, but it is beautiful. Let's go around the school together!



This is the <sup>1</sup> \_\_\_\_\_. It has three floors. There are 30 classrooms on the first and second floors. And there are 10 science labs and eight computer labs on the third floor.





**2 Read and tick the correct sentences. Then correct the wrong ones.**

- ☐ 1 There are six floors in the teaching building. \_\_\_\_\_
- ☐ 2 There are reading rooms in the library. \_\_\_\_\_
- ☐ 3 Students can play football in the playground. \_\_\_\_\_
- ☐ 4 The food in the dining hall is not good. \_\_\_\_\_

Know more about the *there be* structure → p132



This is our <sup>2</sup> \_\_\_\_\_. It has got many books. There are also reading rooms. We can read and study here.



This is our <sup>4</sup> \_\_\_\_\_. It's not big, but the food is good.



This is our <sup>3</sup> \_\_\_\_\_. We do morning exercises here. After school, we come to run or play football here.



**3 Match the sentences with the same structure.**

**a** This is our new school. ☐

**b** A new school year begins. ☐

**c** I love my new school! ☐

☐ **1** That is my new teacher.

☐ **2** The school has three buildings.

☐ **3** Students study.

☐ **4** We have seven lessons.

☐ **5** The library isn't big.

☐ **6** My favourite lesson starts.

**Know more about the basic sentence structures → p134**

**4 Talk about your new school.**

This is my new school. There are... buildings.  
This is the... It has... floors. There are... classrooms  
on the... floor.  
This is our... We can... here. I love my new school!





## Get to know each other

### 1 Read and complete.



Good morning, everyone!

Good morning, Teacher!

Welcome to junior high. I'm Mr Pan, your English teacher. I'm so happy to meet you all. I like playing the piano, reading books and travelling. And I love working with students. This year, we'll explore the world of English together. It'll be a lot of fun! Now, it's your turn to introduce yourselves. Please tell us your name and your hobby. Who wants to go first?

- 1 Mr Pan is a(n) \_\_\_\_\_ teacher.
- 2 Mr Pan likes \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- 3 The students will \_\_\_\_\_ the world of English together.
- 4 The students are going to \_\_\_\_\_ themselves.

### 2 Work in groups. Think about ways to greet each other.

Good morning.

Good afternoon.

Good evening.

Good night.

Nice to meet you.

How are you?

...

### 3 Look and guess.

- 1 Where are the new students?
- 2 What is the girl doing?

### 4 Read and check your answers.



Hello everyone! My name is Zhu Xiaomeng. I'm thirteen years old. My birthday is in May. I love sports very much. I like running, playing football and swimming. I'm a bit nervous now, but I'm also happy to meet you. I want to make friends with you all!



**5 Complete the notes.**

**What is the girl's name?**

Zhu Xiaomeng.



**How old is she?**

She is <sup>1</sup> \_\_\_\_\_ years old.

**When is her birthday?**

Her birthday is in <sup>2</sup> \_\_\_\_\_.

**What are her hobbies?**

She <sup>3</sup> \_\_\_\_\_ sports. She likes running, <sup>4</sup> \_\_\_\_\_ and swimming.

**How is she feeling?**

She is a bit <sup>5</sup> \_\_\_\_\_, but she is also <sup>6</sup> \_\_\_\_\_ to meet new teachers and classmates.



**Know more about adjectives → p135**



**6** Write about yourself.

Hello everyone! My name is \_\_\_\_\_.

I'm \_\_\_\_\_ years old. My birthday is in \_\_\_\_\_.

I like \_\_\_\_\_.

I'm \_\_\_\_\_.

I want to \_\_\_\_\_.

**When is your birthday?**



January February March April May June July  
August September October November December



**7** Introduce yourself to the class.



Hello everyone. My name is...





## Make a wishing tree

1 Think about your wish.

I'm going to make more friends.



2 Write it down.



3 Put it on the "wishing tree".

### Wishing tree

Make more friends.

Learn to dance.

Join a football team.

Get better at English.

Learn to play the piano.

Read more books.

To make more friends, I'm going to take part in sports.

4 Make a plan for your wish and share it with the class.



# A new start



Do you feel excited about starting junior high? In this unit, let's explore junior high school life. What important lessons will you learn? How can you make good plans? What should you do in junior high? By the end of this unit, you will make a poster about your first week in junior high.

After completing the unit, you will be able to:

- ▶ use words and expressions in the unit to talk about your school life.
- ▶ use pronouns to talk about a teacher you like.
- ▶ describe your understanding of junior high.

How are they feeling?

## Starting out

### 1 Guess and match the sentences with the countries.

- |                                 |                                    |
|---------------------------------|------------------------------------|
| <input type="checkbox"/> Russia | <input type="checkbox"/> Indonesia |
| <input type="checkbox"/> France | <input type="checkbox"/> the USA   |

What do people  
do on the  
first day  
of school?



1 Parents and students visit the school.

2 Students play games and do team activities.

3 New students give flowers to their teachers.

4 Students get timetables and start their lessons.

### 2 Read and complete the table.

What is **junior high school life** like?

| I know...             | What I want to know...                     | How I can find out more...  |
|-----------------------|--------------------------------------------|-----------------------------|
| 1 School starts at... | 1 How many students are there in my class? | 1 I can talk to my teacher. |
| 2                     | 2                                          | 2                           |
| 3                     | 3                                          | 3                           |



## Understanding ideas

### 1 Complete the questionnaire.

#### ① Your first lesson in junior high:

☐ Chinese

☐ maths

☐ English

☐ biology

☐ geography

☐ history

☐ art

☐ PE

☐ music

☐ ethics and the rule of law

☐ others: \_\_\_\_\_

#### ② Do you like it? Why or why not?

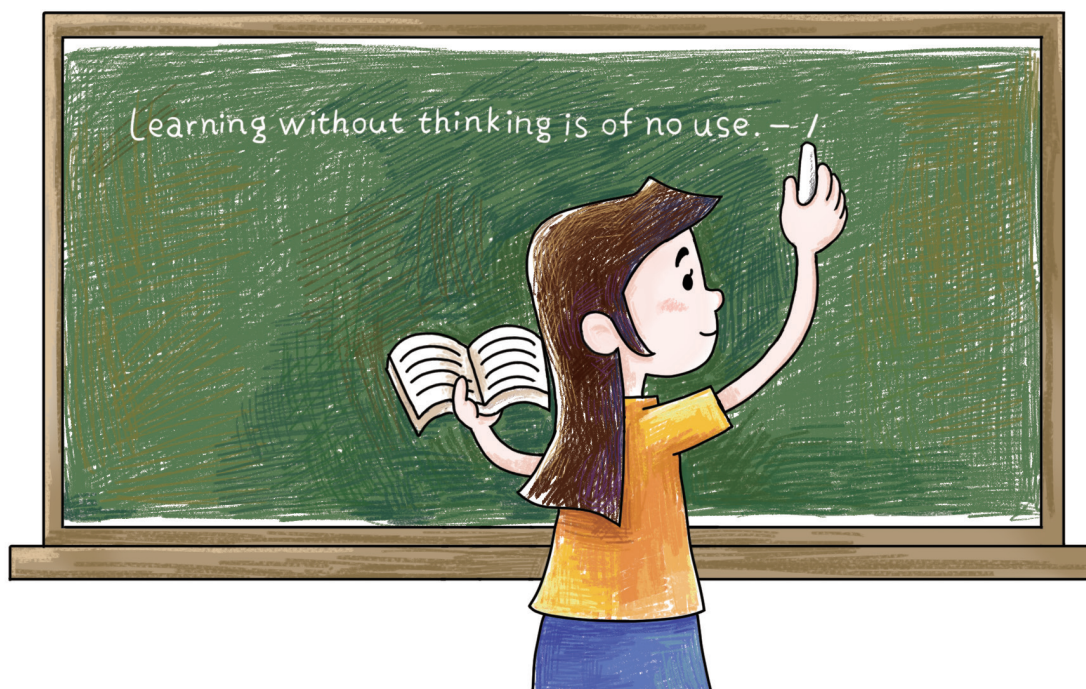
\_\_\_\_\_

#### ③ What do you think is important in learning the lesson?

\_\_\_\_\_

### 2 Read the passage. What does the writer do in his first lesson?

# The first lesson



1 Our English teacher Ms Chen writes the sentence on the blackboard and says, "Please write this down."

2 We start to write. I write down the first word and stop.

3 "That's not right. But is it OK to point out the mistake? Is that polite, in the first lesson?" Questions jump into my mind.

4 "Why aren't you writing, Wang Han?"

5 I look up at Ms Chen. My eyes meet hers. My mouth feels dry.

6 But then I think about the meaning of the sentence. I put up my hand.

7 "Ms Chen, there's a mistake," I say. "That sentence is from Confucius, not from Mencius."

8 "Well done, Wang Han. In fact, this is my first lesson for all of you. You are now in junior high school. Learning will be more difficult. You need to think more in your learning. Please always remember this."

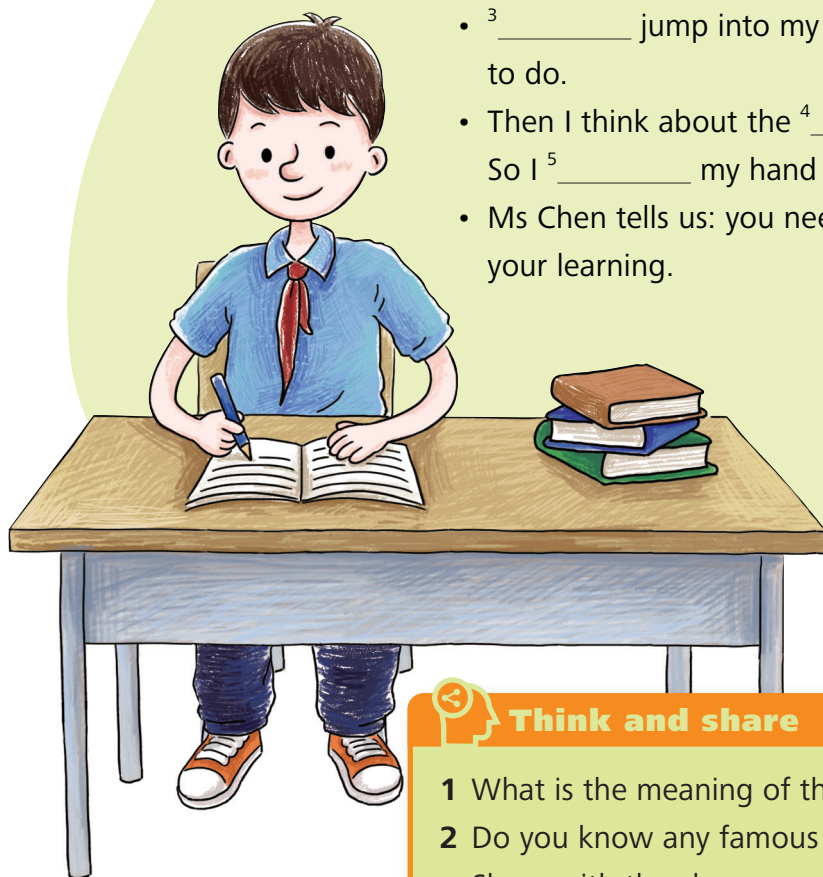
9 That's really an important lesson!



**3 Choose the main idea of the passage.**

- a We should learn from great thinkers.
- b Teachers sometimes make mistakes.
- c Students need to think for themselves.

**4 Complete the summary with the words and expression from the passage.**



- Ms Chen <sup>1</sup> \_\_\_\_\_ a sentence on the blackboard. But I find it is not <sup>2</sup> \_\_\_\_\_.
- <sup>3</sup> \_\_\_\_\_ jump into my mind. I don't know what to do.
- Then I think about the <sup>4</sup> \_\_\_\_\_ of the sentence. So I <sup>5</sup> \_\_\_\_\_ my hand and point out the mistake.
- Ms Chen tells us: you need to <sup>6</sup> \_\_\_\_\_ more in your learning.



**Think and share**

- 1 What is the meaning of the sentence from Confucius?
- 2 Do you know any famous sayings about learning?  
Share with the class.

**Learning to think for question 1**

Think about these questions: Who did Confucius say the sentence to? Why did he say it? What do you think about learning and thinking?

**5 Read the sentences from the reading passage and summarise the grammar rules.**

**(a)** I look up at Ms Chen. **My** eyes meet **hers**.

**(b)** In fact, this is **my** first lesson for all of **you**.

**Now find more sentences with this grammar in the reading passage.**

**6 Circle the correct words.**

1 Ms Wang is *my* / *I* Chinese teacher.

2 When is *we* / *our* next English class?

3 Fang Wei is a new friend of *mine* / *my* in junior high.

4 Jack's teacher asks *their* / *them* to get to school early.

**7 Read the passage and circle the correct words.**

### A great teacher

The bell rings, and *their* / *my* English teacher comes in. "My name's Pan Ming. What's *your* / *his* name?" He asks us to introduce ourselves.

"How about you first?" *I* / *he* look up. My eyes meet *his* / *ours*.

I feel so nervous. And I give a silly answer! "I'm fine, thank you, sir!"

My face turns red. But Mr Pan just looks at *me* / *her* with a smile and says, "Oh, Fine is a great name!"

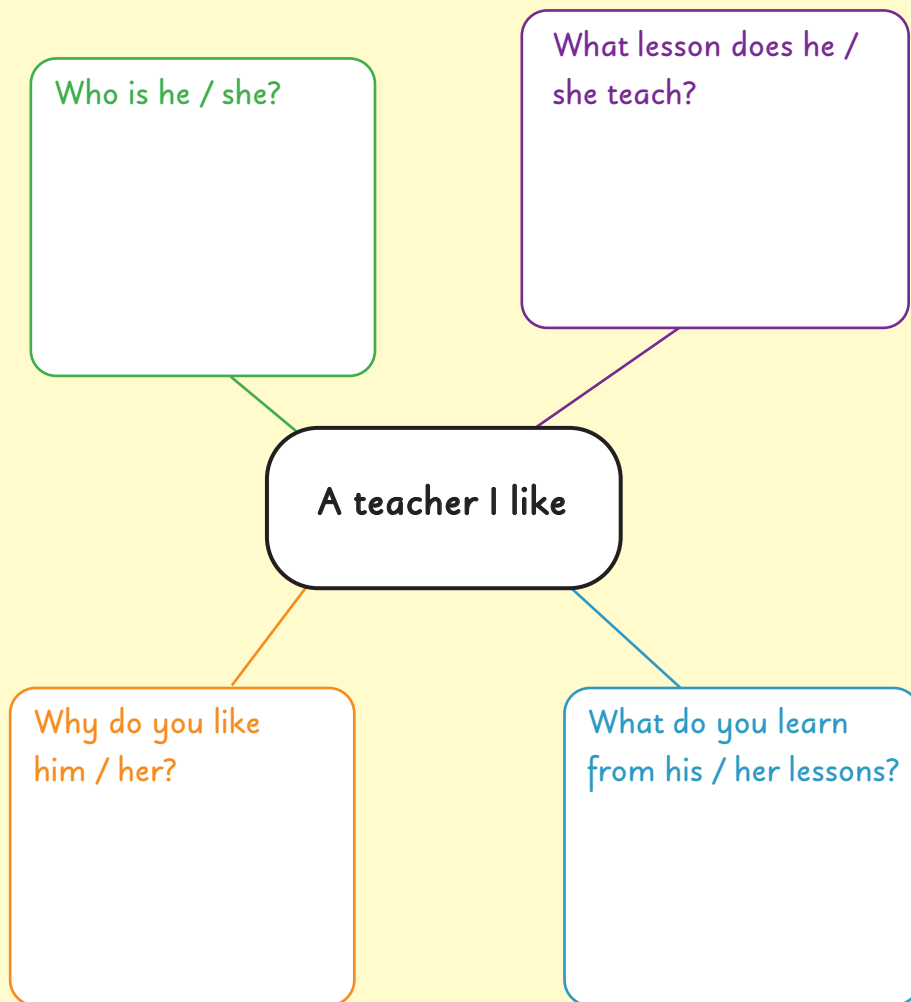
*His* / *Our* clever words make me feel better. I'm so lucky to have a teacher like him.





- 8 Work in pairs. Talk about a teacher you like. Use the thinking map to organise your ideas. Use the words and expressions from the reading passage and the *Useful expressions* to help you.

Example



► **Useful expressions**

- Mr / Ms... is our... teacher.
- Mr / Ms... tells us...
- His / Her... make(s) me feel...
- I'm so lucky to have a teacher like...
- We need to...
- That's really a(n)... lesson!

## Developing ideas

What do you think they are doing?



**DID YOU  
KNOW?**

A students' union supports students at school. Students' unions help hold all kinds of activities, such as cultural festivals and sports meets. They also help students with their problems.

**1**  **Listen to the radio. What's the biggest problem for new students?**

- a** It's hard to make new friends.
- b** It's hard to plan their time.
- c** It's hard to do well in exams.



### Phonetics in use

#### **Pronunciation:**

/ɑː/ are hard

/æ/ activity plan

/e/ welcome second

**Practise more** → p111

2  Listen again and complete the poster.

## Students' Union talk

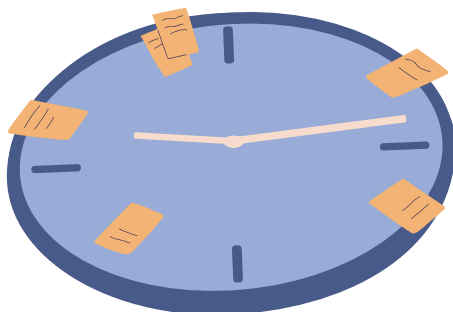
The new school <sup>1</sup> \_\_\_\_\_ is beginning.  
What are the <sup>2</sup> \_\_\_\_\_ students' problems?

### The biggest problem

They have more <sup>3</sup> \_\_\_\_\_ and more homework.

They also have <sup>4</sup> \_\_\_\_\_ activities.

How can they make good use of their <sup>5</sup> \_\_\_\_\_?



The Students' Union will hold a talk this  
<sup>6</sup> \_\_\_\_\_ to help you.

**Come and  
join us!**



**3**  **Listen to the conversation and complete the table.**

|  <b>Wang Peng</b> |  <b>Li Lin</b> |
|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| They have more subjects and more homework. It's <sup>1</sup> _____ to plan their time.             | Every day, <sup>2</sup> _____ down your tasks and the time for each task.                         |
| There are so many tasks.                                                                           | Do the most important things <sup>3</sup> _____.                                                  |
| A project may take weeks.                                                                          | Turn a big task into <sup>4</sup> _____ ones. Then <sup>5</sup> _____ on them day by day.         |

 **Listen again. Then talk about how Wang Peng describes problems.**

**Learning to learn**

**Describing problems** Sometimes, we need to describe our problems to get help. We can first state our problem. For example, *It's hard to plan time*. Then we can provide more details. For example, *There are so many tasks*.

**4** **Work in pairs. Choose a problem in planning your studies and give advice.**

**Problem 1** There is a lot of homework today. It's hard to decide what to do first.

**Problem 2** It takes one month to finish a book report. It's hard to finish it on time.

 **I have a problem. It's hard to... Can you give me some advice?**

 **Sure. Here's the first piece of advice: ...**

 **But how about...?**

 **That's the second piece of advice: ...**

**Useful expressions** → p112

**Talk about what you have learnt about making good plans in junior high in this section.**



## Reading for writing

- 1 Look at the word and expressions and look up their meanings in a dictionary.

by yourself

problem

try your best

work hard

Steps of looking up an entry in a dictionary → p116

- 2 Read the passage and find out the meaning of the title.

# Before your journey starts



**Dad** Mia, how do you feel about your first day in junior high tomorrow?

**Mia** Well, I'm a little nervous.

**Mum** Don't worry. We've got something for you! Look!

**Mia** A paper boat?

**Dad** Yes, and it's also a letter from Mum and me. We want to share some thoughts with you.

**Mia** Oh, thank you!

Dear Mia,

- <sup>1</sup> Time flies! You are now in junior high! Are you ready for your new life?
- <sup>2</sup> Primary school is like a small pool. Your boat is safe there. Dad and Mum can protect it from winds. But junior high is like a river. It is wide and the water moves fast. You will face new problems. We are still here to help. But sometimes you have to sail your boat by yourself. Just try your best and work hard. You will go through storms towards the sea.
- <sup>3</sup> We hope this letter helps you in the coming years!

With love,  
Dad and Mum





**3 Complete the thinking map with the words and expressions from the passage.**

**Why do Dad and Mum write the letter?**

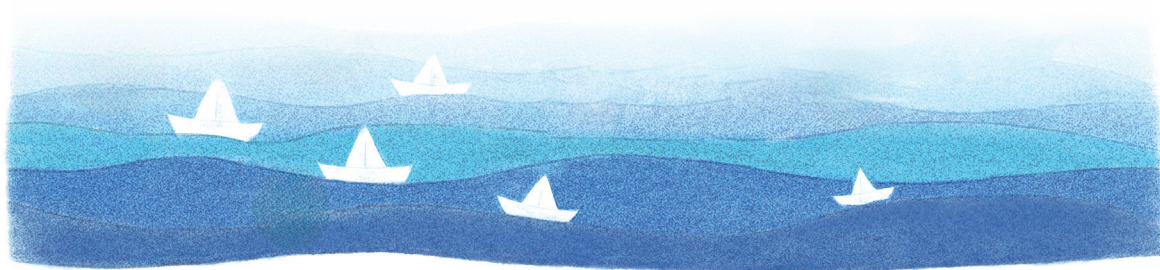
Mia is now in <sup>1</sup> \_\_\_\_\_. Dad and Mum want to share some <sup>2</sup> \_\_\_\_\_ with her.

**What do Dad and Mum want to tell Mia?**

- Mia will face <sup>3</sup> \_\_\_\_\_. Dad and Mum will still help her.
- Mia should try her <sup>4</sup> \_\_\_\_\_ and <sup>5</sup> \_\_\_\_\_.

**What do Dad and Mum hope?**

Dad and Mum hope this letter <sup>6</sup> \_\_\_\_\_ Mia in the coming years.



**4 Answer the questions.**

- 1 What do "a small pool", "a river" and "the sea" stand for?
- 2 What do you think Mia's parents do to protect her boat from winds?
- 3 What do you think the "storms" are?



**Think and share**

- 1 Do you agree with the description of primary school and junior high in the letter? Why or why not?
- 2 Do your parents give you any advice about life in junior high? What is it?

**Learning to think for question 1** Think about these questions: How will you describe primary school? How will you describe junior high? Are your descriptions similar to those in the letter?

## 5 Complete Mia's reply to her parents.

### Step 1

Read Mia's reply. How many parts are there?

Dear Dad and Mum,

Thank you very much for your letter.

Show thanks to Dad and Mum.

Junior high school life is different.

How is life different in junior high?

I also have some problems. For example,

What is my problem?

I'm going to \_\_\_\_\_

What am I going to do?

Yours,  
Mia



### Step 2

Complete Mia's reply. Use the ideas from this unit to help you.

### Step 3

- Check. Did you: ☐ write about junior high school life?  
☐ use the words and expressions from the reading passage?  
☐ write about plans in junior high?

### Step 4

Share your reply with the class.



## Presenting ideas

Make a poster about your first week in junior high.

### Step 1

Work in groups. Talk about your first week in junior high. Think about the things below. Take a group vote to decide what to put in your poster.

- studies
- activities
- problems
- feelings

### Step 2

Organise your ideas with the help of the following outline and make your poster. You may use the following language tips or find useful expressions or sentences from this unit.

#### Title of the poster

- My first week in junior high

#### Studies

- My favourite subjects are...
- My first lesson is...
- I learn...

#### Activities

- ... sing songs and read poems.
- ... play games and do team activities.

#### Problems

- Is it OK to...?
- It's hard to...

#### Feelings

- Questions jump into my mind.
- My mouth feels dry.



#### Remember!

Add pictures to your poster.

### Step 3

Practise and present your poster to the class.

### Step 4

Vote on the best three posters and the best three presentations.

## Reflection

1 After completing this unit, I understand more about junior high school life.

### Starting junior high school life

We should think  
more in learning.

We should learn  
to \_\_\_\_\_.

We should try our best  
and \_\_\_\_\_.



2 To express my understanding, I can...

- ☐ use words and expressions in the unit to talk about my school life: \_\_\_\_\_
- ☐ use pronouns to talk about a teacher I like.
- ☐ describe my understanding of junior high.

\*1 = excellent, 2 = good, 3 = not yet

3 I still need to improve: \_\_\_\_\_

\_\_\_\_\_

# More than fun



Have you got a hobby? Or more than one hobby? In this unit, let's explore the benefits of hobbies. How do hobbies make you feel? What knowledge can you get from a hobby? How can you make friends through a hobby? By the end of this unit, you will make a plan for a school club.

After completing the unit, you will be able to:

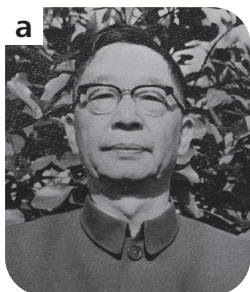
- ▶ use words and expressions in the unit to talk about hobbies.
- ▶ use the simple present tense to describe your hobby.
- ▶ explain the benefits of hobbies.

What are these people's hobbies?

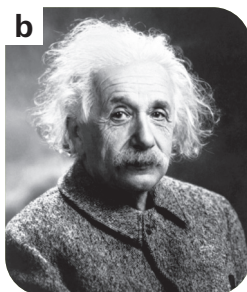


## Starting out

1 Match these people to their hobbies. You may need to search online.



Lao She



Albert Einstein



Madam Curie

planting flowers



riding a bike



playing the violin



2 Look at the picture and answer the questions.



What is your hobby?

1 What hobbies do you know?

2 What do you think of them?



## Understanding ideas

- 1 Look at the two pictures on the right. What does each picture show? Use the words and expression to help you.

rock music

enjoy

fun

*erhu*

instrument

play



# Rock music



- 1 Rock music is coming out of my computer.  
As a rock music lover, I play the electric guitar in the school band. Sometimes I write songs and share them online. There is so much fun in music.
- 2 Right at this moment, the sound of Grandpa's *erhu* cuts in. Yes, music is also my grandpa's hobby. But it's a different kind of music. He likes playing the *erhu* in the park with his friends. They sing Beijing opera together. There are many fans of them.



- 2** Look at the title and the pictures. What is the passage about?  
Now read the passage and check your answer.

# meets the erhu

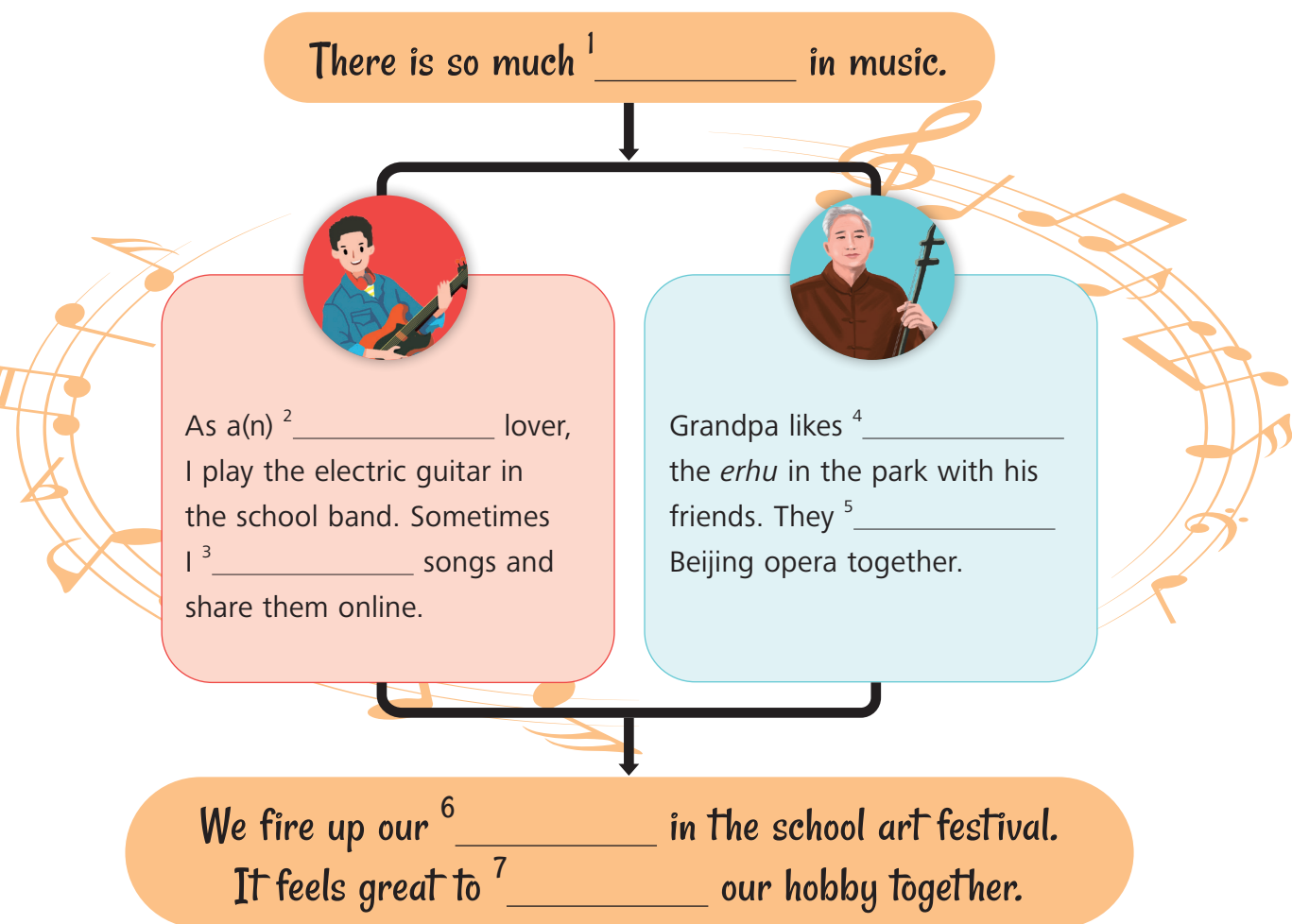
- 3 An idea suddenly hits me: “Why don’t we put our music together? I can write a song for us.”
- 4 “Grandpa!” I rush into his room...
- 5 There is an art festival every autumn in my school. I decide to take part in it with Grandpa this year. After a week’s practice, we are on the stage. I nod to Grandpa and we fire up our instruments. Everybody moves with our music.
- 6 Grandpa gives me a big smile, and I smile back. It feels great to enjoy our hobby together.



**3 Choose the best main idea of the passage.**

- a Grandpa and I have different hobbies.
- b I write a new song for the school art festival.
- c Grandpa and I put our music together and have great fun.

**4 Complete the chart with the words and expression from the passage.**



**Think and share**

- 1 What does "An idea suddenly hits me" mean?
- 2 "Everybody moves with our music." How do you think the listeners feel?

**Learning to think for question 2** Sometimes, the writer does not write about the feeling directly. They describe actions to show the feeling.

**5 Read the sentences from the reading passage and summarise the grammar rules.**

(a) ... I **play** the electric guitar in the school band.

(b) There **is** so much fun in music.

(c) ..., the sound of Grandpa's *erhu* **cuts in**.

**Now find more sentences with these structures in the reading passage.**

**6 Read and complete the sentences with the correct form of the words in the box.**

want

meet

be

enjoy

read

play

1 I \_\_\_\_\_ to join the skating club because it \_\_\_\_\_ fun to try new things.

2 Wang Shuai \_\_\_\_\_ ball games. He \_\_\_\_\_ volleyball every week.

3 The students in the reading club \_\_\_\_\_ every Friday. They \_\_\_\_\_ together in the library.

**7 Read and complete the passage with the correct form of the words in brackets.**

## Traditional art lovers

There <sup>1</sup> \_\_\_\_\_ (be) many young traditional art lovers in our school. Today, let's get to know two of them.

Li Bo <sup>2</sup> \_\_\_\_\_ (be) a big fan of Beijing opera.

He <sup>3</sup> \_\_\_\_\_ (like) singing it, too. "Next week, there will be a Beijing opera competition in our school. I will join it and I <sup>4</sup> \_\_\_\_\_ (hope) I can win," Li Bo <sup>5</sup> \_\_\_\_\_ (say).

Wang Wei and her sister <sup>6</sup> \_\_\_\_\_ (love) paper-cutting. This kind of art <sup>7</sup> \_\_\_\_\_ (be) over a thousand years old. "I'm preparing for the school art festival. I <sup>8</sup> \_\_\_\_\_ (want) to share my works with more people," Wang Wei <sup>9</sup> \_\_\_\_\_ (tell) us.





- 8** Work in pairs. Write about your hobby. Use the words and expressions from the reading passage and the *Useful expressions* to help you. Then talk with your partner and take notes of his / her hobby.

 Example

My hobby:

---

Why do I like it?

---

---

My partner's name: \_\_\_\_\_

His / Her hobby: \_\_\_\_\_

Why does he / she like it?

---

---

► **Useful expressions**

- What's your hobby?
- I like...
- There is so much fun in...
- As a... lover, I...
- It feels great to...

## Developing ideas

What is the girl doing?



**DID YOU KNOW?**

Many hobbies can give us knowledge. Take bird-watching for example. People watch wild birds in nature, and get to know their names, looks and habits. Today, there are more and more bird-watchers.

**1** **Listen to the conversation. What does Wang Chen do?**

- a** He joins the Bird-Watching Club.
- b** He helps a bird at school.
- c** He finds a new kind of bird.

**Phonetics in use**

**Pronunciation:**

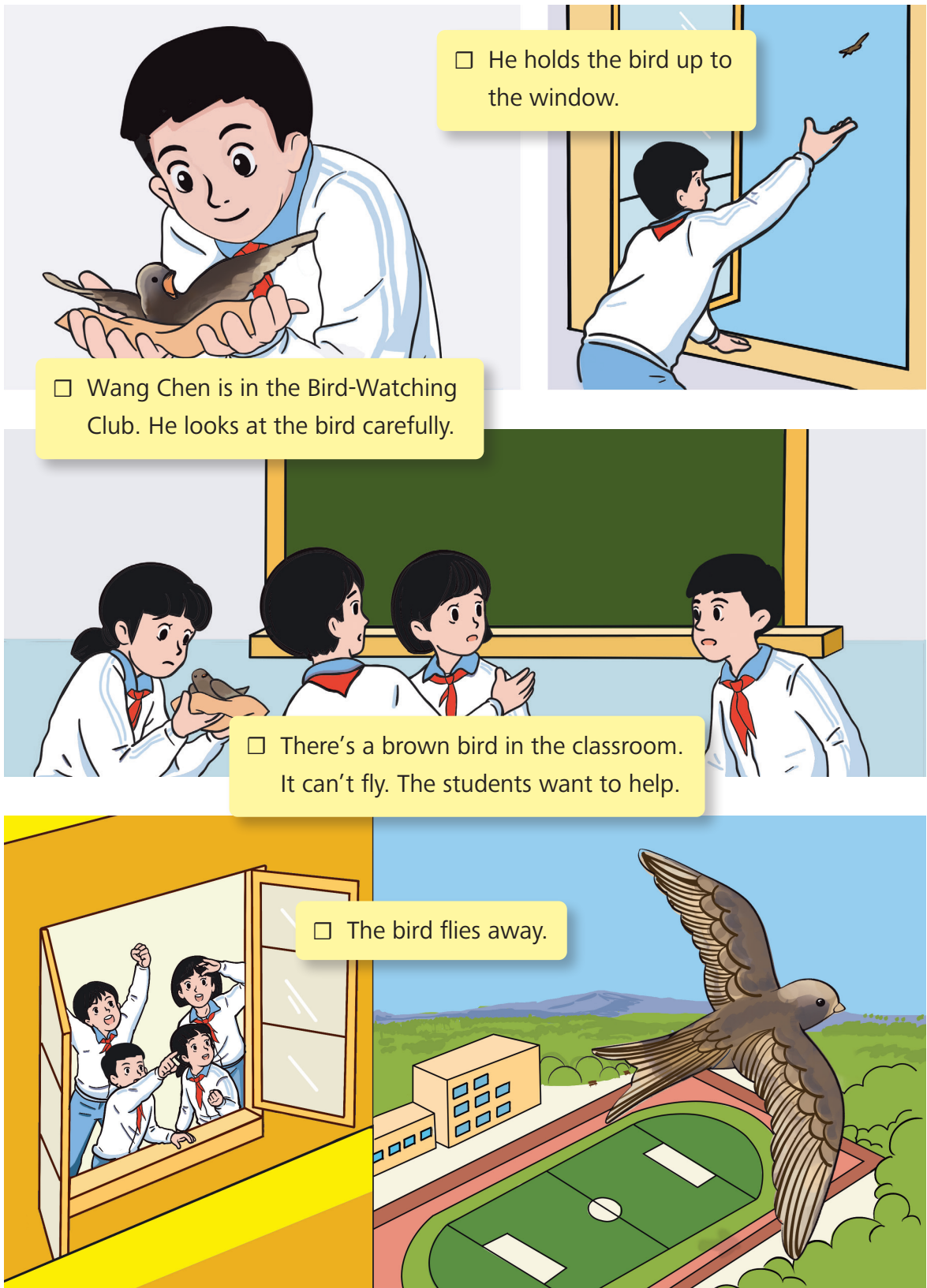
/i:/ we see

/ɪ/ it

/i/ worry

**Practise more** → p111

2  Listen again and order the pictures.



**3**  Listen to the interview and complete the interviewer's notes.

**Question 1**

Why can't the bird fly from the ground?

**Wang Chen's answer:**

These kinds of birds have weak <sup>1</sup> \_\_\_\_\_, so they can't take off from the ground. They need to take off from a high <sup>2</sup> \_\_\_\_\_.



**Question 2**

Why do you know so much about birds?

**Wang Chen's answer:**

Because I love bird-watching. It's my <sup>3</sup> \_\_\_\_\_.



**Question 3**

What do you like about bird-watching?

**Wang Chen's answer:**

My dad takes me to <sup>4</sup> \_\_\_\_\_ birds every summer. I read books about birds, too. It helps me <sup>5</sup> \_\_\_\_\_ more about the world of nature!

**Learning to learn**

 Listen again. Then talk about how Wang Chen expresses cause and effect.

**Expressing cause and effect** A cause is a reason, and an effect is a result. In a dialogue, speakers often use expressions like *because*, *so* and *as a result* to show cause and effect.

**4** Work in pairs and discuss getting knowledge from different hobbies.



Reading is a good hobby. It can give us knowledge.

What knowledge can we get from reading?



We can...

Useful expressions → p112

**Talk about what you have learnt about getting knowledge from hobbies in this section.**



## Reading for writing

1 Look at the pictures and answer the questions. Use the words to help you.

1 What hobby do the pictures show?

2 What can you get from this hobby?

writing

share

joy

friend

idea

story

2 Read the story. What is Emma's adventure?



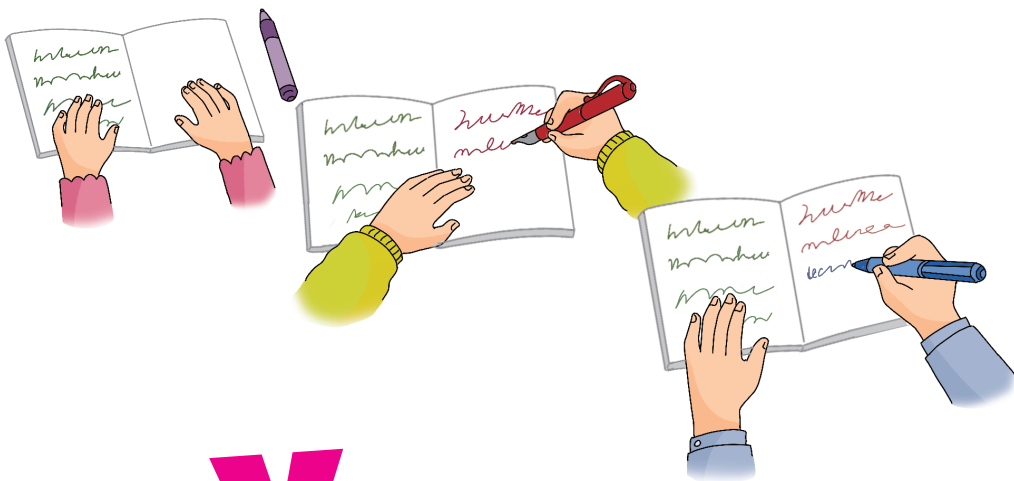
# Emma's

1 Oliver is awake at midnight. Suddenly, a door appears in the wall. Oliver's heart almost stops. He walks over and taps on the door.

2 Emma shakes her head and stops writing. She is new at this school. There are no old classmates here. She feels a bit lonely. Emma likes writing magic stories. She wants to make friends and share the joy of writing.

3 She looks around the library. An idea hits her.





# adventure

- 4 Hello! This is my notebook. Do you like the story? Please write more!
- 5 Emma puts the notebook on a shelf and leaves.
- 6 A week later, Emma's notebook is still on the shelf in the library. Nervously, she opens it. Her eyes open wide. There are pages of new writing by different people! And there is a note on the last page.
- 7 *"How about starting a writing group? Let's meet here on Wednesday after lunch."*
- 8 "It's the best ending to my story," thinks Emma.



**3 Complete the notes with the words and expression from the story.**

**What is Emma's hobby?**

Emma likes writing <sup>1</sup> \_\_\_\_\_ stories.

**What does she want to do?**

She wants to make <sup>2</sup> \_\_\_\_\_ and share the <sup>3</sup> \_\_\_\_\_ of writing.

**So what does she do?**

"Please write <sup>4</sup> \_\_\_\_\_!" Emma puts the notebook on a shelf and leaves.

**What does Emma see at last?**

There are pages of <sup>5</sup> \_\_\_\_\_ by different people.



**4 Answer the questions.**

- 1 "Emma shakes her head and stops writing." How does Emma feel?
- 2 "Her eyes open wide." How does Emma feel?
- 3 What other action words can you find in the reading passage? What feelings do they show?



**Think and share**

- 1 What is the best ending for Emma?
- 2 Do you think hobbies can help you make more friends? Why or why not?

**Learning to think for question 2** Your own experience may help you think. Do you and your friends share the same hobby? How do you feel?

**5** Write a summary of the story.

**Step 1**

Answer the questions.

**Who is the story about?**

**Where does the story happen?**

**What happens at first?**

**What happens in the end?**

**Step 2**

Organise your answers above into a short paragraph.

**Step 3**

- Check. Did you:
- ☐ include the people and place in the story?
  - ☐ use the words and expressions from the reading passage?
  - ☐ cover the idea of making friends through sharing a hobby?

**Step 4**

Share your paragraph with the class.



## Presenting ideas

Make a plan for a school club.

### Step 1

Find classmates with the same hobby as yours and work as a group. Discuss a plan for a new club for the hobby. Think about:

- the name of the club
- what you will do
- the benefits of your club
- where and when you will meet

### Step 2

Organise your ideas with the help of the following outline and make your plan. You may use the following language tips or find useful expressions or sentences from this unit.

#### Introduction Stating the purpose of your club

- Let me introduce to you a new club at our school.
- The name of the club is... It's about...
- There are... members of this club now. We want to make more friends!

#### Body

##### Describing the benefits of this hobby

- There are many benefits of this hobby.
- First, it gives us knowledge about...; second, there is so much fun in it; third, ...
- You can make friends and share the joy of...

##### Explaining how your club works

- Let's meet every... at... o'clock in...
- There will be activities like...
- We... together.

#### Conclusion Concluding your plan, saying again the purpose of your club

- Come and join us!
- Let's share the fun / benefits of...

### Step 3

Practise and present your plan to the class.

### Step 4

Vote on the best three school clubs and the best three presentations.

## Reflection

- 1 After completing this unit, I understand more about the benefits of hobbies.



- 2 To express my understanding, I can...

- ☐ use words and expressions in the unit to talk about hobbies:
- ☐ use the simple present tense to describe my hobby.
- ☐ explain the benefits of hobbies.

\*1 = excellent, 2 = good, 3 = not yet

- 3 I still need to improve:

# Family ties



Everyone comes from a family. In this unit, let's explore the meaning of family. What are some of your important family moments? How do you communicate with your family? How do your family members support each other? By the end of this unit, you will make a photo album about your family.

After completing the unit, you will be able to:

- ▶ use words and expressions in the unit to talk about family.
- ▶ use possessive nouns to describe a family moment.
- ▶ describe the meaning of family.



What is your family like?

## Starting out

- 1** Look at the pictures and answer the questions.



- 1 What is each family doing in the pictures?  
2 What activities do you usually do with your family members?

- 2** Look at the picture and answer the questions.



- 1 What does each person in your family do?  
2 What do you think the word "family" stands for?



## Understanding ideas

- 1** Look at the three pictures on the right and answer the questions. Use the words to help you.

- 1 Which picture reminds you of your father?
- 2 How can you describe your father and his love for you?

silent

heart

quietly

home

care

love



- 2** Read the film review. What is the father's love like according to the writer?

# Silent love

- <sup>1</sup> Along a mountain road, a handsome young man walks fast. An older man with a strict face follows him. This is from my favourite film, *Postmen in the Mountains*. It's a touching story about the love between father and son.
- <sup>2</sup> For years, the father served as the postman for this area. He was often absent from home and the son seldom saw him. But now the son is taking over his father's position. The father goes with him on his first day of work. Along the way, they start to see into each other's hearts.





3 For the first time, the son carries his father across a cold river. It brings back the father's memory of carrying the son on his back. Tears quietly run down his face.

4 This film shows a traditional Chinese father. He is happy about his son's growth. But he just hides his care in his heart. He doesn't give hugs or kisses to his son. His love may be silent. But like a mountain, it is always there.





**3 Read and tick. What does the film review include?**

- ☐ The name of the film
- ☐ The characters in the film
- ☐ The persons who act in the film
- ☐ A famous line
- ☐ A touching moment
- ☐ The ending of the story



**Think and share**

- 1** Choose three words to describe the father and the son each, and give your reasons.
- 2** Do you want to watch the film after reading the review? Why or why not?

**Learning to think for question 1**

To make comments about a character, always look for what they do. Actions speak louder than words.

**4 Complete the notes with the words from the passage.**

**Theme**

It is about the <sup>1</sup>\_\_\_\_\_ between father and son.

**The story**

The son is <sup>2</sup>\_\_\_\_\_ over his father's position as the postman. The father goes with him on his first day of work. Along the way, they start to see into each other's <sup>3</sup>\_\_\_\_\_.

**A touching moment**

The son <sup>4</sup>\_\_\_\_\_ his father across a cold river. It brings back the <sup>5</sup>\_\_\_\_\_ memory of carrying the son on his back. Tears quietly <sup>6</sup>\_\_\_\_\_ down the father's face.



**5 Read the sentences from the reading passage and summarise the grammar rules.**

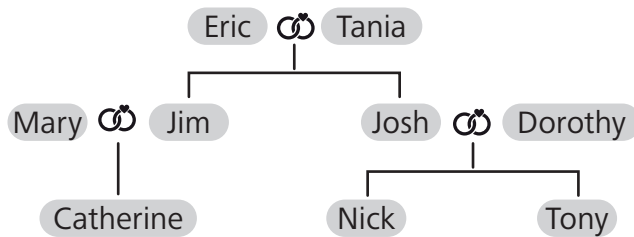
(a) But now the son is taking over his **father's** position.

(b) Along the way, they start to see into **each other's** hearts.

**Now find more sentences with this structure in the reading passage.**

**6 Look at the family tree and make sentences using possessive nouns.**

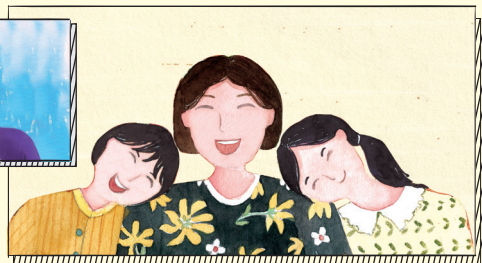
☞ = married



*Tania is Catherine's grandmother.*

**7 Complete the passage using the correct form of the words in brackets.**

## The best family photo



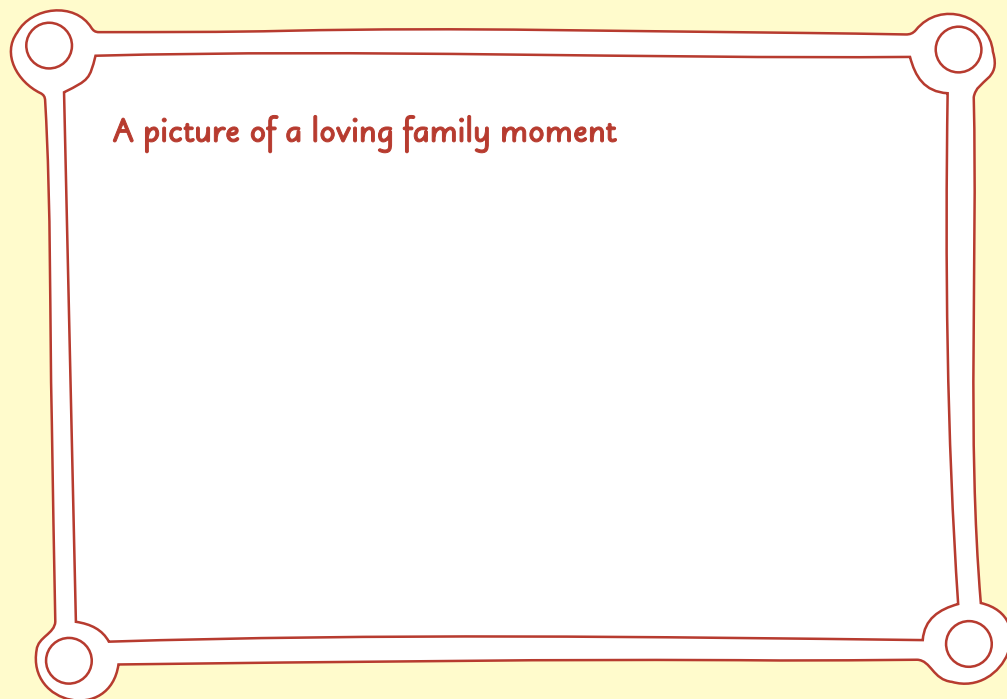
Mum, my sister Zihan and me. We three are sitting in front of <sup>1</sup> \_\_\_\_\_ (Mum) computer. We are waiting for Dad to call in.

Every year, we take a family photo together during the Spring Festival. But this <sup>2</sup> \_\_\_\_\_ (year) photo is different. Dad is abroad for building a high-speed railway. How can we keep our family tradition? "Let's have a video call!" It is <sup>3</sup> \_\_\_\_\_ (Zihan) idea. "Hello! Let's take the photo together!" It's <sup>4</sup> \_\_\_\_\_ (Dad) voice. "One, two, three – cheese!" The photo comes on the screen: four smiling faces. I think it is our <sup>5</sup> \_\_\_\_\_ (family) best photo. We are a family, together or far away.



- 8** Draw and write about a loving family moment. Then share it with the class. Use the words and expressions from the reading passage and the *Useful expressions* to help you.

 Example



Where is it?

Who is there?

What do you do?

How do you feel?

► **Useful expressions**

- ... with a... face.
- For years, ...
- It is about...
- It brings back my memory of...
- I think it is our family's best photo.
- I'm happy about...
- ...'s love may be...

## Developing ideas

Who can you turn to in order to solve problems in your family?



**DID YOU KNOW?**



“Harmony in a family makes everything successful.” It’s a famous Chinese saying. Who can you turn to in order to solve problems in your family? Many countries offer family hotlines to give advice about family relationships.

**1** **Listen to the family hotline. What problem does Tina have with her mother?**

- a** Her mother doesn’t help with her homework.
- b** Her mother wears a queen’s dress to pick her up.
- c** Her mother doesn’t want to buy her new clothes.

### Phonetics in use



#### Pronunciation:

/u:/ cool school

/ʊ/ would good

/ʌ/ but up

**Practise more** → p111

2  Listen again and complete the chart.



Some teenagers have

## "problem parents".



Example

### Tina and her mother

**Problem**

Tina's mother is an actress at a  
<sup>1</sup> \_\_\_\_\_. Every day, she dresses  
up as a queen. Cool, right? But  
Tina doesn't think <sup>2</sup> \_\_\_\_\_. Her  
mother often goes to pick her up in  
this <sup>3</sup> \_\_\_\_\_.



**Feeling**

Tina is not <sup>4</sup> \_\_\_\_\_ about this.

**Advice**

Have a good <sup>5</sup> \_\_\_\_\_ with her mother.



**Learning to learn**

**Listening for examples** In a conversation, speakers usually give examples to support their ideas. They may use expressions like *For example*, ... and *Here's...* when they give examples.

**3**  **Listen and complete the conversation.**



**Tina**

Can you change your clothes before you come?

Why? I don't have <sup>1</sup> \_\_\_\_\_ to change after work. I don't want to be late.



**Mum**

It's a bit <sup>2</sup> \_\_\_\_\_ to talk about. But that is too eye-catching.

Oh, Tina. Don't you <sup>3</sup> \_\_\_\_\_ my queen's dress?

Not now. I'm not a <sup>4</sup> \_\_\_\_\_ girl anymore. Everyone looks at you and laughs.

I'm sorry. I didn't know that. Now I see. I will change my clothes <sup>5</sup> \_\_\_\_\_ I pick you up.

Thank you, Mum. I hope you're not <sup>6</sup> \_\_\_\_\_.

I am glad you told me this, my girl.



**Learning to learn**

**Softening language** Some topics may hurt people's feelings easily. We can take a softer tone and use expressions like *I'm sorry, but...* and *It's a bit difficult to talk about...* to soften our language.

 **Listen again. Then talk about how Tina and her mother soften their language.**

**4** **Work in pairs. Role-play Mike and his father's conversation.**

**Who:** Mike and his father

**Problem:** The father is always busy and does not spend much time with Mike.



Dad, have you got a minute?

Sure, Mike. What is it?



I know you're very busy, but...

**Useful expressions** → p112

**Talk about what you have learnt about family communication in this section.**



## Reading for writing

- 1 Look at the three pictures on the right and describe them. Use the words and expression to help you.

family

smile

close to

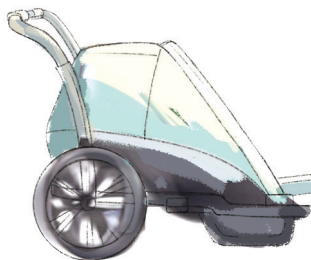
love

enjoy

important



- 2 Look at the title and the pictures. What is the story about?  
Now read the story and check your answer.



# Racing

- 1 John and Robert Taylor are brothers. They are always close to each other. But Robert has a serious disease and cannot move at all. He has to stay at home every day and he often feels lonely. He wants to join the other kids. He wants to go out and play.
- 2 John sees Robert's sad face and wants to help. One day, he finds a way. He puts Robert in a trailer and pulls it along with his bike. For the first time, Robert feels like the other kids. A big, bright smile appears on his face.





# *together*



<sup>3</sup> Now, the brothers often take part in bike races together. It is hard for John to pull Robert's trailer. But John refuses to race without his brother. They don't often win. But for the brothers, some things are more important than winning. They enjoy

the time together. "We are family," John says.

<sup>4</sup> For the Taylor brothers, the result doesn't really matter. The love between them powers their bike. And love always wins.



### 3 Complete the notes with the words and expression from the story.

#### Who is in the story?

John and Robert Taylor.

They are brothers and are always <sup>1</sup> \_\_\_\_\_ each other.

#### What happens?

##### At first

Robert cannot move at all. He often feels <sup>2</sup> \_\_\_\_\_.

##### Then

John puts Robert in a trailer and <sup>3</sup> \_\_\_\_\_ it along with his bike. For the <sup>4</sup> \_\_\_\_\_ time, Robert feels like the other kids.

##### Now

They often take part in bike races. They enjoy the <sup>5</sup> \_\_\_\_\_ together.

#### What does the writer think of them?

The <sup>6</sup> \_\_\_\_\_ between them powers their bike. And love always wins.



### 4 Answer the questions.

- 1 What does "it" refer to in "He puts Robert in a trailer and pulls it along with his bike"?
- 2 What does "They" refer to in "They don't often win"?
- 3 What's the meaning of "powers" in the last paragraph?



#### Think and share

- 1 What really matters for the Taylor brothers?
- 2 Do you think the Taylor brothers win? Why or why not?

**Learning to think for question 1** Learn to read between the lines. Sometimes the writer doesn't state the point directly. They use some details to show their idea.

**5 Write a short paragraph about your family members' support.**

**Step 1**

How do your family members support each other? Think of some examples.

**Step 2**

Complete the table.

**Who are the family members?**

**What do you do to support each other? Give three examples.**

Example 1:

Example 2:

Example 3:

**What do you think of the family members?**

**Step 3**

Write your paragraph with the help of the table.

**Step 4**

Check. Did you: ☐ describe your family members' support?  
☐ use the words and expressions from the reading passage?  
☐ write your comments?

**Step 5**

Share your paragraph with the class.



## Presenting ideas

Make a photo album about your family.

### Step 1

Think about your family and look at your family photos. Decide on which photos to use.

- family activities
- family traditions
- loving moments

### Step 2

Organise your ideas with the help of the following outline and create your family photo album. Include at least three photos. You may use the following language tips or find useful expressions or sentences from this unit.

#### Description of the photo:

- This photo shows...
- It is a very happy / touching / ... moment.
- We are taking part in...
- We are smiling happily.
- Tears quietly run down ...'s face.

#### Importance of the photo:

- We are always close to each other.
- Every year, ...
- It brings back the memory of...
- ... start to see into each other's hearts.

#### How it helps to understand the meaning of family:

- This photo warms my heart.
- Now I know...
- To me, ... is the language of love.
- Love always wins.



### Step 3

Practise and present your photo album to the class.

### Step 4

Vote on the best three photo albums and the best three presentations.

## Reflection

1 After completing this unit, I understand more about the meaning of family.

### Secrets of a happy family

Love binds  
family together.

\_\_\_\_\_ is important.

We need to \_\_\_\_\_.



2 To express my understanding, I can...

- ☐ use words and expressions in the unit to talk about family: \_\_\_\_\_
- ☐ use possessive nouns to describe a family moment.
- ☐ describe the meaning of family.

\*1 = excellent, 2 = good, 3 = not yet

3 I still need to improve: \_\_\_\_\_

\_\_\_\_\_

# Time to celebrate



Different countries have their own festivals and holidays. In this unit, let's explore different ways to celebrate. How do we follow traditions? What are some new ways to celebrate festivals and holidays? Why can't some people spend festivals and holidays with their loved ones? By the end of this unit, you will make a poster about a festival or holiday.

After completing the unit, you will be able to:

- ▶ use words and expressions in the unit to talk about festivals and holidays.
- ▶ use adverbs of frequency to talk about ways to celebrate festivals and holidays.
- ▶ introduce different festivals and holidays as well as their culture.



What is the festival in the picture?

## Starting out

- 1 Look at the pictures and match them with the expressions.



Tomb-sweeping Day

Nadam Fair

Water-splashing Festival

Now say what you know about them.

- 2 Look at the picture and answer the questions.



- 1 What festivals or holidays around the world do you know?
- 2 Which one do you think is the most special? Why?



## Understanding ideas

- 1** Look at the picture on the right and answer the questions. Use the words and expressions to help you.

- 1 What are the people doing?
- 2 What is on the table?

Spring Festival

dinner

family reunion

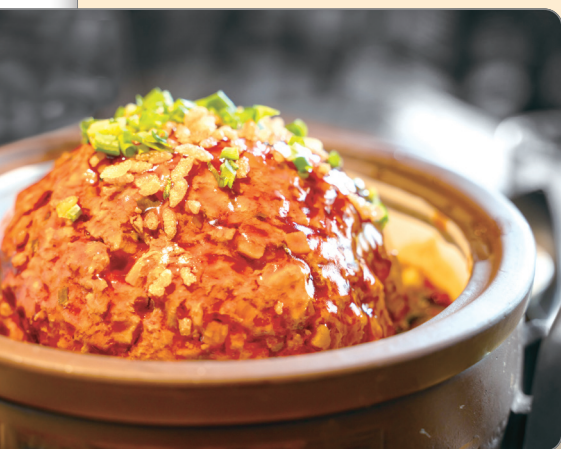
dish

- 2** Read the passage. What does the writer do during the Spring Festival?

# An unusual



- <sup>1</sup> It is my first year of university in the UK. My English friend, Emilia, is a nice girl. Sometimes, she cooks British food for me. Today is the Spring Festival, so I want to treat her to a Chinese dinner.
- <sup>2</sup> At home, I often watch Grandma cook. I never realised cooking was so difficult. How I wish to have four hands now!
- <sup>3</sup> It is midnight in China – time for dumplings. My whole family come to help me on the phone. Step by step, they teach me. I even make some cucumber flowers.





# Spring Festival

- 4 After Emilia hangs balloons and lanterns in the dining room, I put the last dish on the table.  
“This is the lion’s head!”
- 5 “Are you joking? Isn’t that against the law?”  
Emilia is shocked.
- 6 I laugh. “It’s a pork meatball. My family always have it at the Spring Festival. Its round shape stands for family reunions. Try it!”
- 7 Emilia cuts a piece of it with her knife and puts it into her mouth. “I love it!” she says.  
The smell of the dishes and the sound of our laughing fill the room.
- 8 I feel like I am back home. \_\_\_\_\_



**3 Choose the best ending of the passage.**

- a I don't like having the Spring Festival all by myself.
- b I miss my family so much.
- c It's really an unusual but happy Spring Festival.

**4 Complete the chart with the words and expressions from the passage.**



**The writer's problem**

Today is <sup>1</sup> \_\_\_\_\_. I want to cook a <sup>2</sup> \_\_\_\_\_ for Emilia. But cooking is so difficult for me.



**The writer's solution**

At midnight in China, my <sup>3</sup> \_\_\_\_\_ come to help me on the phone.



**The result**

I show the last <sup>4</sup> \_\_\_\_\_ to Emilia. My family always have it at the Spring Festival. She is <sup>5</sup> \_\_\_\_\_ at the name of the dish, but she likes its taste. We enjoy the dinner and laugh. I feel like I am <sup>6</sup> \_\_\_\_\_.



**Think and share**

- 1 What is unusual about the writer's Spring Festival?
- 2 What is your family's traditional dish for the Spring Festival? Can you cook it?

**Learning to think for question 1** What's the common way of celebrating the Spring Festival? How does the writer celebrate the Spring Festival?

**5** Read the sentences from the reading passage and summarise the grammar rules.

- (a) Sometimes, she cooks British food for me.
- (b) At home, I **often** watch Grandma cook.
- (c) I **never** realised cooking was so difficult.
- (d) My family **always** have it at the Spring Festival.

**6** Complete the diagram with the words in the box. Then make a sentence with each word.



*My parents always stay up during the Spring Festival.*

**7** Complete the blog post with *always*, *often*, *sometimes* or *never*.

CHINESE FESTIVAL
HOME ▾ FEATURES ▾

# Dragon boats and zongzi

Hi there! Welcome to my blog about Chinese festivals! Today, let's get to know the Dragon Boat Festival! <sup>1</sup> \_\_\_\_\_, people call it the Double Fifth Festival in English, because it <sup>2</sup> \_\_\_\_\_ takes place on the fifth day of the fifth lunar month.

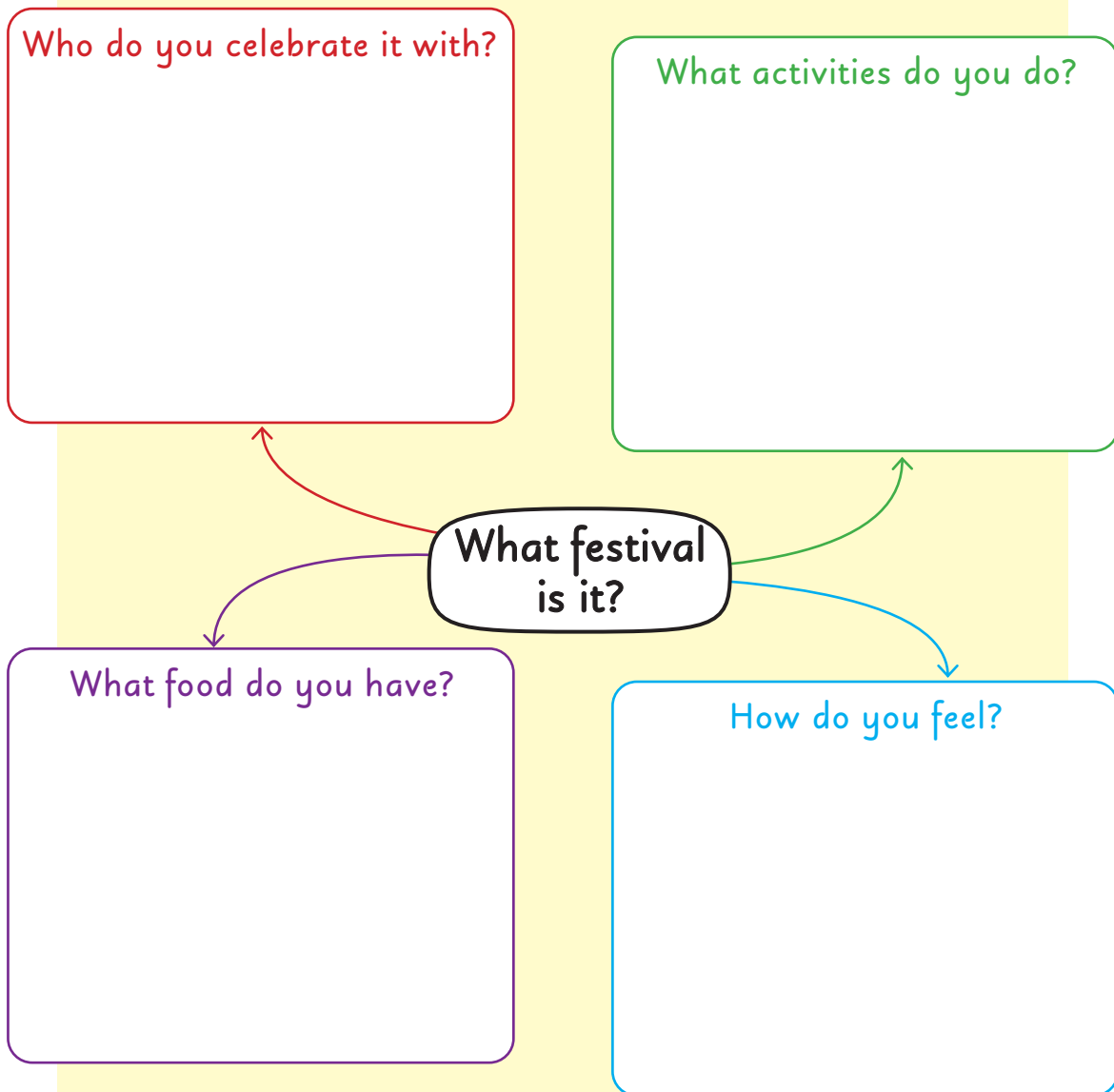
The best part of the festival is the dragon boat races. The riversides are <sup>3</sup> \_\_\_\_\_ full of people.

Eating *zongzi* is a must during the festival. *Zongzi* in the north of China are <sup>4</sup> \_\_\_\_\_ sweet. But those in the south are <sup>5</sup> \_\_\_\_\_ salty. I <sup>6</sup> \_\_\_\_\_ tried a salty one, so this year I'll be sure to try some! Which taste do you prefer?



- 8** Work in pairs. Talk about your ways to celebrate a traditional festival. Use the thinking map to organise your ideas. Use the words and expressions from the reading passage and the *Useful expressions* to help you.

 Example



► **Useful expressions**

- I often..., but I never...
- ... hang(s) balloons and lanterns in...
- My family always have... at...
- The best part of the festival is...
- ... is a must for...
- I feel like...

## Developing ideas

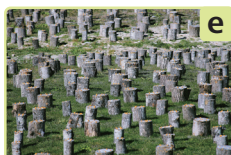
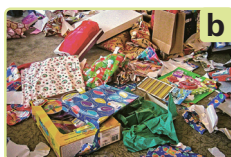
What can you see in the picture?



**DID YOU KNOW?**

In the West, people usually celebrate Christmas with their families. They put up a Christmas tree at home, share a large meal together, and give each other gifts. Nowadays, there are also some creative ways to celebrate Christmas.

### 1 Listen to the news. What problems does Christmas bring?



**Phonetics in use**

**Pronunciation:**

/ɔ:/ for more

/b/ problem along

**Practise more** → p111

- 2  Listen again and complete the poster. Then write *F* (fact) or *O* (opinion) in the boxes.



**TAKE  
ACTION  
NOW!** 

# Act now for a green Christmas!

**Do you know Christmas could bring...?**

## ☐ Paper waste

Each year, people in the UK use about

1 \_\_\_\_\_

(365,000 / 456,000) kilometres of paper for gifts.



## ☐ Food waste

Around the world, people throw away

2 \_\_\_\_\_

(thousands / millions) of turkeys.



## ☐ Wood waste

People cut down nearly

3 \_\_\_\_\_

(120 / 140) million

trees to use as Christmas trees. But after Christmas, they often throw them away.



## ☐ Pollution

Some families are

4 \_\_\_\_\_

(making / buying) plastic Christmas trees, but they can cause pollution, too.



### Advice:

☐ We should <sup>5</sup> \_\_\_\_\_ (think / learn) about new ways of celebrating.

☐ Let's have a "<sup>6</sup> \_\_\_\_\_ (new / green) Christmas" this year.

### Learning to learn

**Listening for facts and opinions** A fact is true for everyone. An opinion is an idea about something. When giving opinions, people often use facts to support them.



- 3 Listen to the conversation and complete the ideas. Then match the ideas to the people.

a Let's not have a <sup>1</sup> \_\_\_\_\_ meal. We don't want to waste food.

b And this year, we won't have a Christmas tree.

c Let's make a tree from old <sup>2</sup> \_\_\_\_\_.

d Maybe we can <sup>3</sup> \_\_\_\_\_ a tree on the wall.

e How about using the big <sup>4</sup> \_\_\_\_\_ in the living room?

f But we'll wrap the gifts in <sup>5</sup> \_\_\_\_\_ newspapers.



### Learning to learn

**Agreeing and disagreeing** We can agree using sentences like *No problem* and *Great idea*. When we disagree with others, be polite and say *I'm not sure about that* or *I'm afraid I don't agree*.

- Listen again. Then talk about how the speakers agree and disagree.

- 4 Work in pairs. Talk about different ways to celebrate a festival or holiday.

Name of the festival / holiday:

How I usually celebrate it:

A different way to celebrate it:

Why:

How do you usually celebrate...?

I usually... to celebrate...

Me too. But this year, let's...

What...? Why?

Useful expressions → p112

**Talk about what you have learnt about new ways to celebrate festivals or holidays.**



## Reading for writing

① Look at the three pictures below and answer the questions. Use the words and expressions to help you.

- 1 Who can you see in the pictures?
- 2 What are they doing?
- 3 How do you think they spend festivals?

doctor

give up

nurse

work

duty

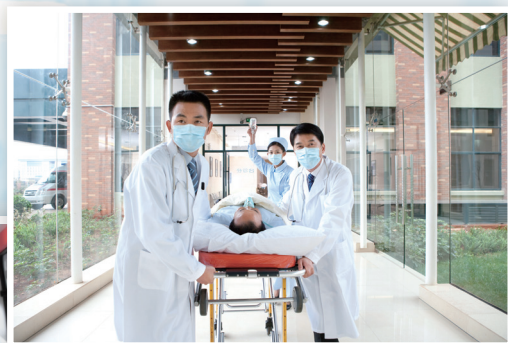
stand by

patient

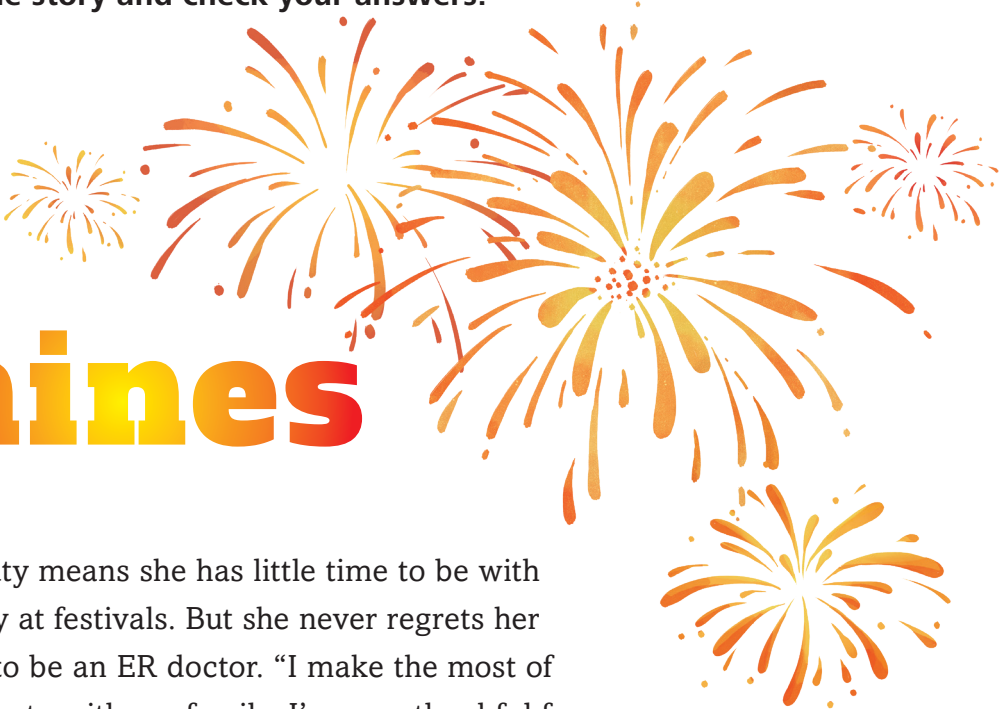
miss

# When duty

- 1 For Chinese people, festivals usually mean a break from work and happy family reunions. But for Leng Wenying, festivals only mean more work.
- 2 As a doctor in the emergency room, Leng misses many family meals with her loved ones. She is often much busier during festivals. Sometimes she has to work without any breaks for 20 hours. This makes her tired and thirsty. “Festivals are a challenge because our patients are often in a bad situation. We need to stand by every minute,” says Leng.



**2** Read the story and check your answers.



# shines

<sup>3</sup> Leng's duty means she has little time to be with her family at festivals. But she never regrets her decision to be an ER doctor. "I make the most of every minute with my family. I'm very thankful for their support," she says.

<sup>4</sup> Leng is only one of millions of medical workers in China. They give up their family time to answer the call of duty. In the heart of every patient, their hard work shines brighter than fireworks.



**3 Complete the table with the words and expressions from the passage.**

|                              |                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name</b>                  | Leng Wenying                                                                                                                                                                                                                                                                                                                                                    |
| <b>Job</b>                   | a <sup>1</sup> _____ in the emergency room                                                                                                                                                                                                                                                                                                                      |
| <b>Duties</b>                | She needs to <sup>2</sup> _____ every minute.                                                                                                                                                                                                                                                                                                                   |
| <b>Festival experiences</b>  | <p>She is often much <sup>3</sup> _____ during festivals.<br/> Sometimes she has to work <sup>4</sup> _____ for 20 hours.</p> <p>Festivals are a <sup>5</sup> _____ because the patients are often in a bad situation.<br/> She has <sup>6</sup> _____ to be with her family at festivals.<br/> But she <sup>7</sup> _____ her decision to be an ER doctor.</p> |
| <b>The writer's comments</b> | <p>She is one of millions of medical workers in China.<br/> Her <sup>8</sup> _____ shines brighter than fireworks.</p>                                                                                                                                                                                                                                          |

**4 Answer the questions.**

- 1 What does "her loved ones" mean?
- 2 How does Leng feel after working "without any breaks for 20 hours"?
- 3 Why does the writer say "their hard work shines brighter than fireworks"?



**Think and share**

- 1 What does the title mean?
- 2 What other jobs require people to work during festivals?

**Learning to think for question 2** You can consider this question: What jobs provide services to our society? Think about your own experiences and people around you.

**5** Write a short paragraph about a person on duty during festivals.

**Step 1**

Read the information about a policeman, or choose another job and research it.

|                             |                                                                 |
|-----------------------------|-----------------------------------------------------------------|
| <b>Name</b>                 | Zhang Jian                                                      |
| <b>Job</b>                  | policeman                                                       |
| <b>Duties</b>               | Keep people safe.<br>Help people in trouble.                    |
| <b>Festival experiences</b> | He is much busier.<br>He has little time to be with his family. |
| <b>Your comments</b>        | His hard work shines brighter than fireworks.                   |



**Step 2**

Organise the information and write your paragraph.

**Step 3**

- Check. Did you:
- ☐ introduce the person clearly?
  - ☐ use the words and expressions from the reading passage?
  - ☐ give your comments on the person?

**Step 4**

Share your paragraph with the class.



## Presenting ideas

Make a poster about a festival or holiday.

### Step 1

Work in groups. Search for information about festivals and holidays. They can be from China or from another country. Take a group vote to decide on the festival or holiday for your poster.

- name
- time
- activities
- place
- reasons to celebrate

### Step 2

Organise your ideas with the help of the following outline and make your poster. You may use the following language tips or find useful expressions or sentences from this unit.

#### Poster title      **Name of the festival or holiday**

##### Time

- It takes place in / on...

##### Place

- It's a festival / holiday in...

##### Reasons to celebrate

- ... is a celebration for...
- ... means a break from work.
- ... means happy family reunions.

##### Activities

- My family always have... at...
- The best part of the festival is...
- ... is a must for...



#### Remember!

Make the title of your poster big and colourful.

### Step 3

Practise and present your poster to the class.

### Step 4

Vote on the best three posters and the best three presentations.

## Reflection

- 1 After completing this unit, I understand more about how to celebrate festivals and holidays.

How do we celebrate festivals and holidays?

Some follow traditions.

Some celebrate  
in \_\_\_\_\_.

Some celebrate by  
\_\_\_\_\_ their duty.

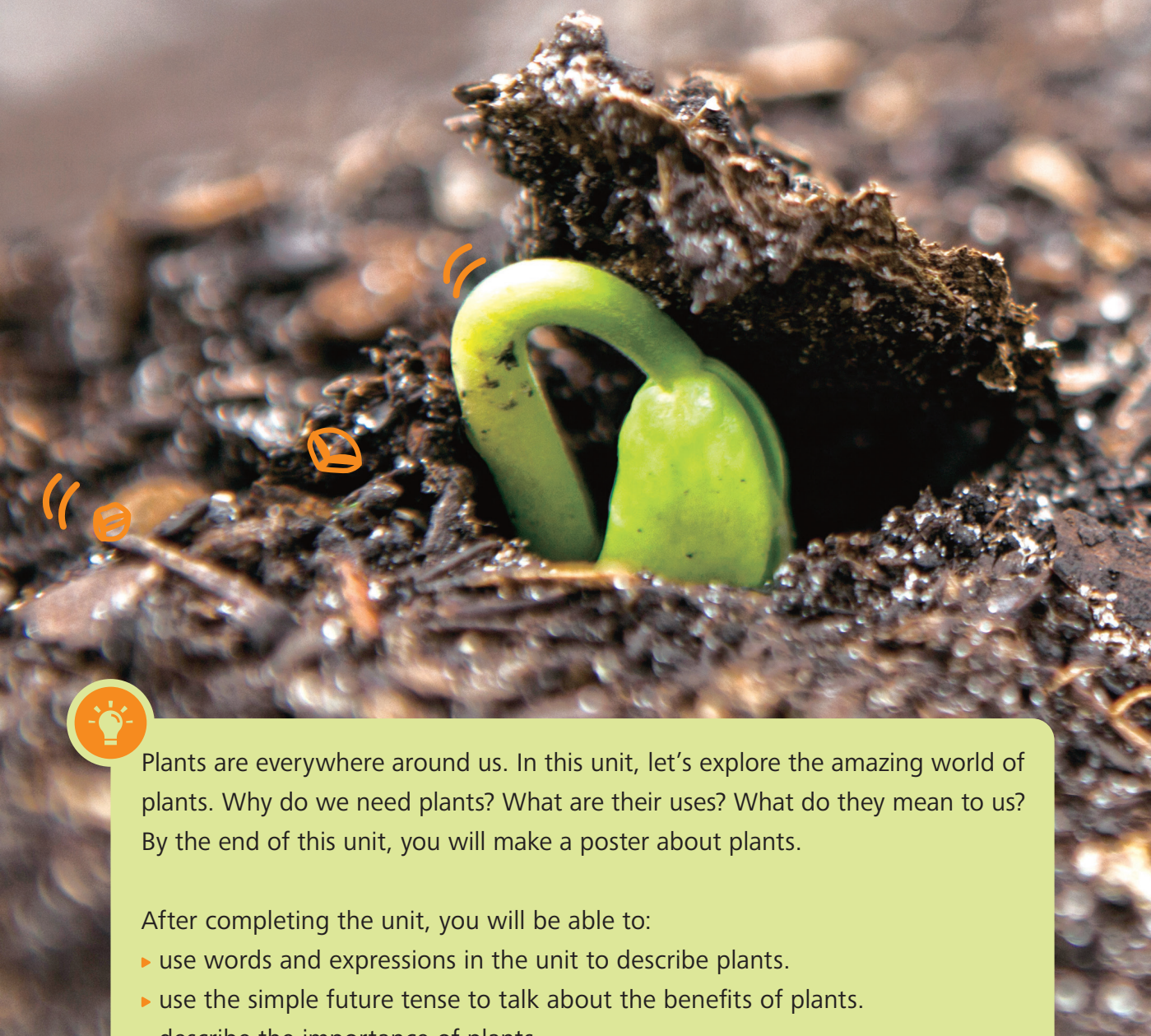
- 2 To express my understanding, I can...

- ☐ use words and expressions in the unit to talk about festivals and holidays:
- ☐ use adverbs of frequency to talk about ways to celebrate festivals and holidays.
- ☐ introduce different festivals and holidays as well as their culture.

\*1 = excellent, 2 = good, 3 = not yet

- 3 I still need to improve:

# The power of plants



Plants are everywhere around us. In this unit, let's explore the amazing world of plants. Why do we need plants? What are their uses? What do they mean to us? By the end of this unit, you will make a poster about plants.

After completing the unit, you will be able to:

- ▶ use words and expressions in the unit to describe plants.
- ▶ use the simple future tense to talk about the benefits of plants.
- ▶ describe the importance of plants.



What is happening in the picture?

## Starting out

- 1** Look at the picture and answer the questions.



- 1 What facts about plants do you know?
- 2 Do you think plants are amazing? Why or why not?

- 2** Look at the pictures and answer the questions.

- 1 What are the people doing?
- 2 What can plants do for us?





## Understanding ideas

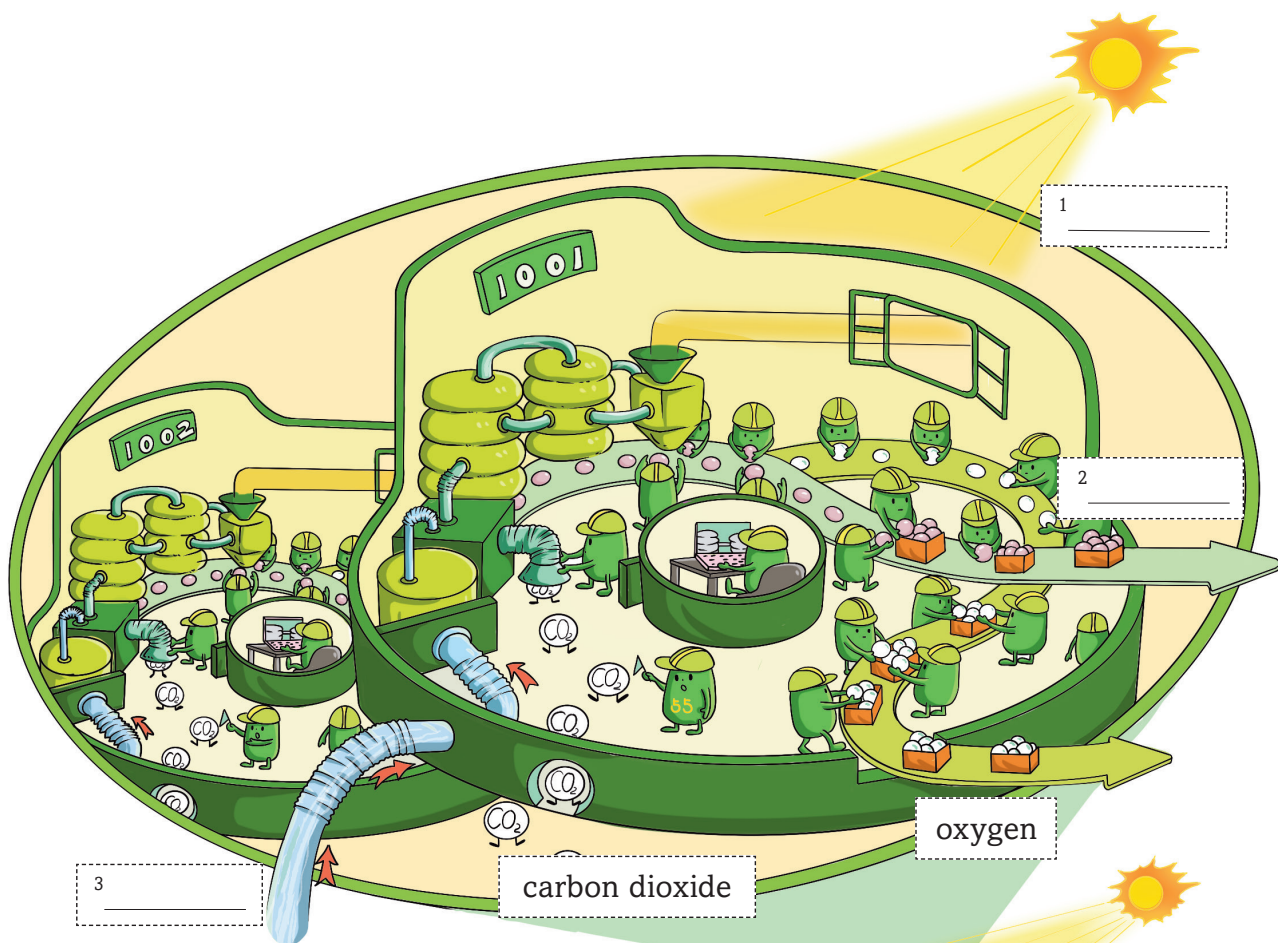
- 1 Look at the picture of a plant and match the words to it.

sugar

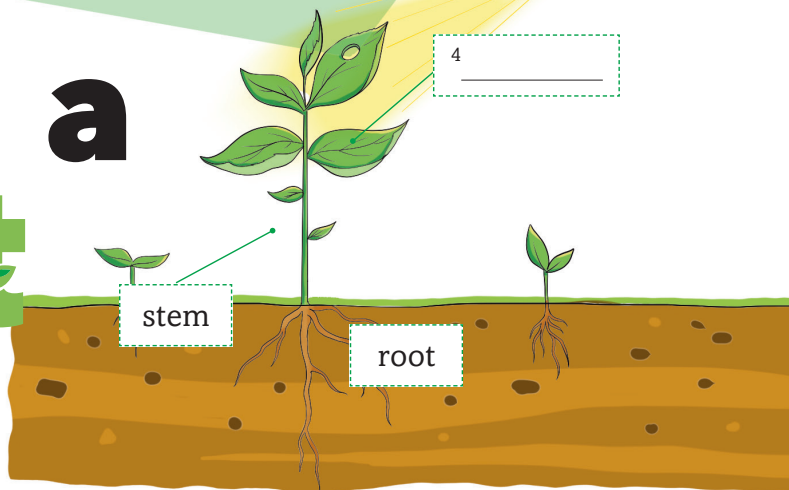
leaf

sunlight

water

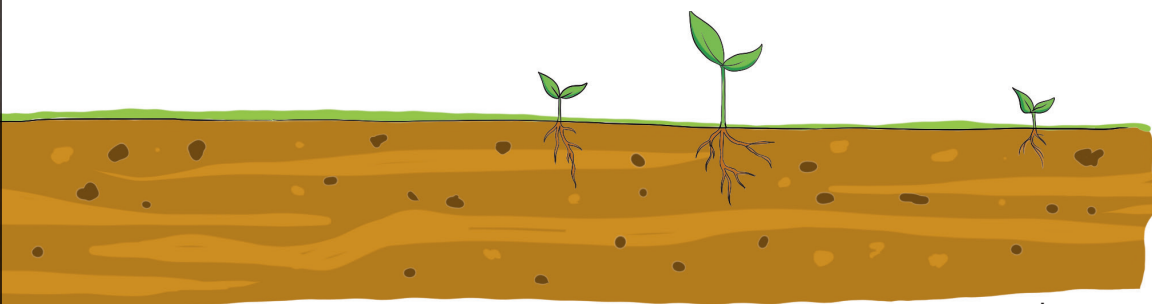


# Within a plant



**2 Read the passage and check your answers.**

- <sup>1</sup> It's quarter past seven. Here's Worker No. 55 in his green uniform. He's going to start work in the plant.
- <sup>2</sup> He works in Workshop 1001 in the Leaf. There are 20 to 100 workers in each workshop. They collect sunlight and CO<sub>2</sub> during the day. Now workers from the Root send up water. The water will rise up to the Leaf through the Stem. Then workers in the Leaf will mix water, CO<sub>2</sub> and sunlight.
- <sup>3</sup> What are they going to produce? Most importantly (for them), there will be sugar! It's useful for the growth of the plant. Another product will be oxygen, but the plant doesn't need much of it. It means a lot to animals and humans, though – they need it to breathe!
- <sup>4</sup> The workers work hard. Soon it's going to get dark. They will take a rest.
- <sup>5</sup> There are millions of plants on earth. They give more than food and oxygen. Without plants, the natural world would be very different!





### Think and share

- 1 What does “plant” mean in the title?
- 2 In what other ways do plants help the world?

#### Learning to think for question 1

A pun is a word with more than one meaning. It’s a clever way to make the passage more interesting.

**3 Choose another suitable title and give your reasons.**

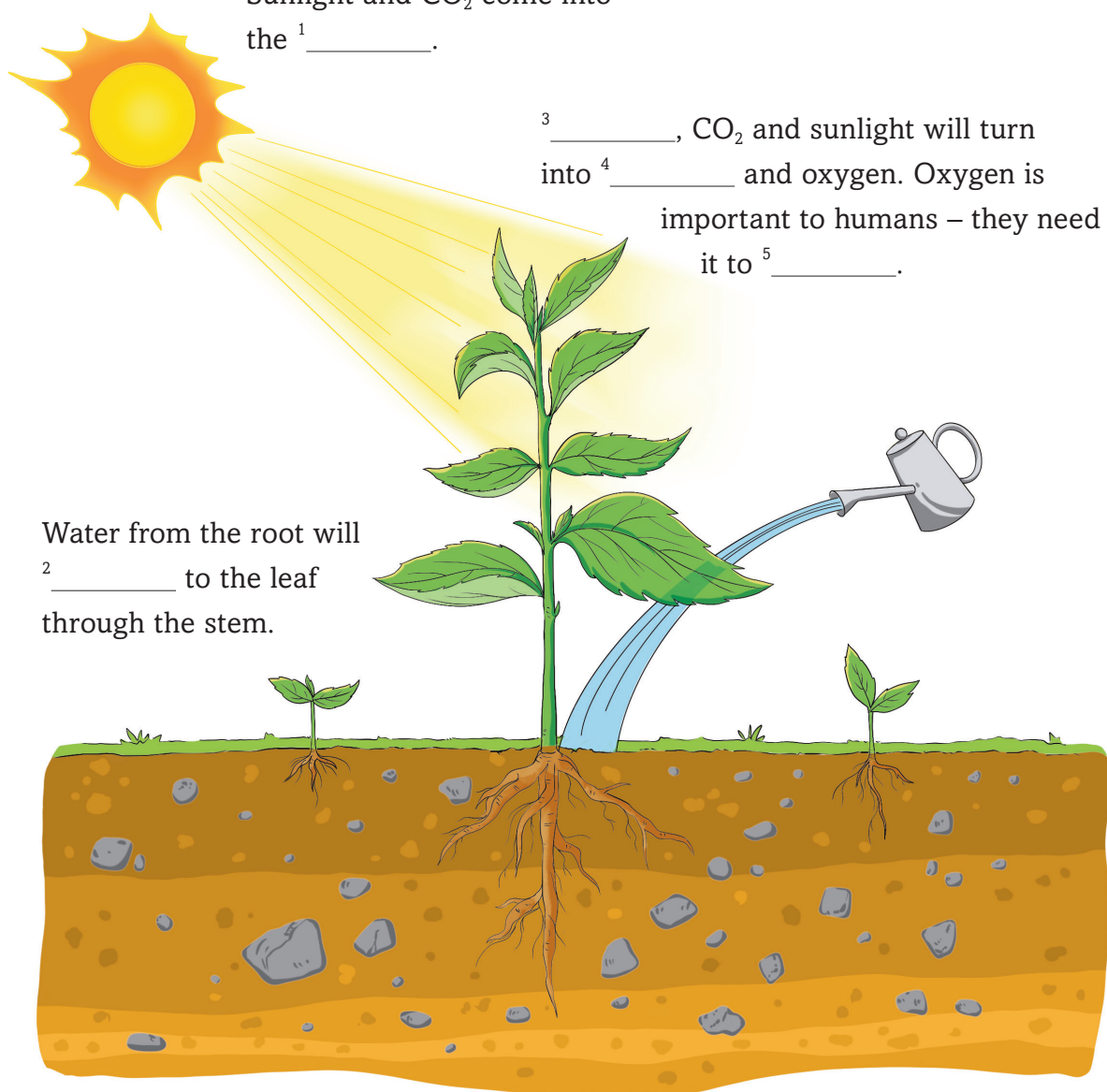
- a How to make sugar
- b How plants work
- c Why plants are great
- d Going to the green workshop

**4 Complete the texts with the words and expression from the passage.**

Sunlight and CO<sub>2</sub> come into the <sup>1</sup> \_\_\_\_\_.

<sup>3</sup> \_\_\_\_\_, CO<sub>2</sub> and sunlight will turn into <sup>4</sup> \_\_\_\_\_ and oxygen. Oxygen is important to humans – they need it to <sup>5</sup> \_\_\_\_\_.

Water from the root will <sup>2</sup> \_\_\_\_\_ to the leaf through the stem.



**5 Read the sentences from the reading passage and summarise the grammar rules.**

(a) He's **going to** start work in the plant.

(b) They **will** take a rest.

**Now find more sentences with these structures in the reading passage.**

**6 Complete the sentences with the simple future tense.**

1 The seeds \_\_\_\_\_ grow into tall plants.

2 We \_\_\_\_\_ learn different parts of plants tomorrow.

3 The leaves \_\_\_\_\_ change into different colours in autumn.

**7 Complete the guide's words using the correct form of the words in the boxes.**



give

make

rain

see

walk

Welcome to the Great Bear Rainforest in Canada! We <sup>1</sup> \_\_\_\_\_ through the forest today. It's sunny now, but please take a raincoat. I'm sure it <sup>2</sup> \_\_\_\_\_ later. The trees in a rainforest can make their own rain.

How? Well, look up – way, way, up – and you <sup>3</sup> \_\_\_\_\_ clouds at the top of these trees. Water comes into the air from the leaves, and becomes clouds. It then rains on the forest. This <sup>4</sup> \_\_\_\_\_ other plants very happy.

These trees can live for thousands of years. They <sup>5</sup> \_\_\_\_\_ animals somewhere to live and food to eat...

Now we can see plants are so important. They mean so much to us.



- 8** Work in pairs. Discuss your plan for Planting Day. Use the words and expressions from the reading passage and the *Useful expressions* to help you.

 Example



## My plan for Planting Day



### • The importance of plants

More plants will make:

the animals: \_\_\_\_\_

the people: \_\_\_\_\_

### • Things to do

I am going to \_\_\_\_\_

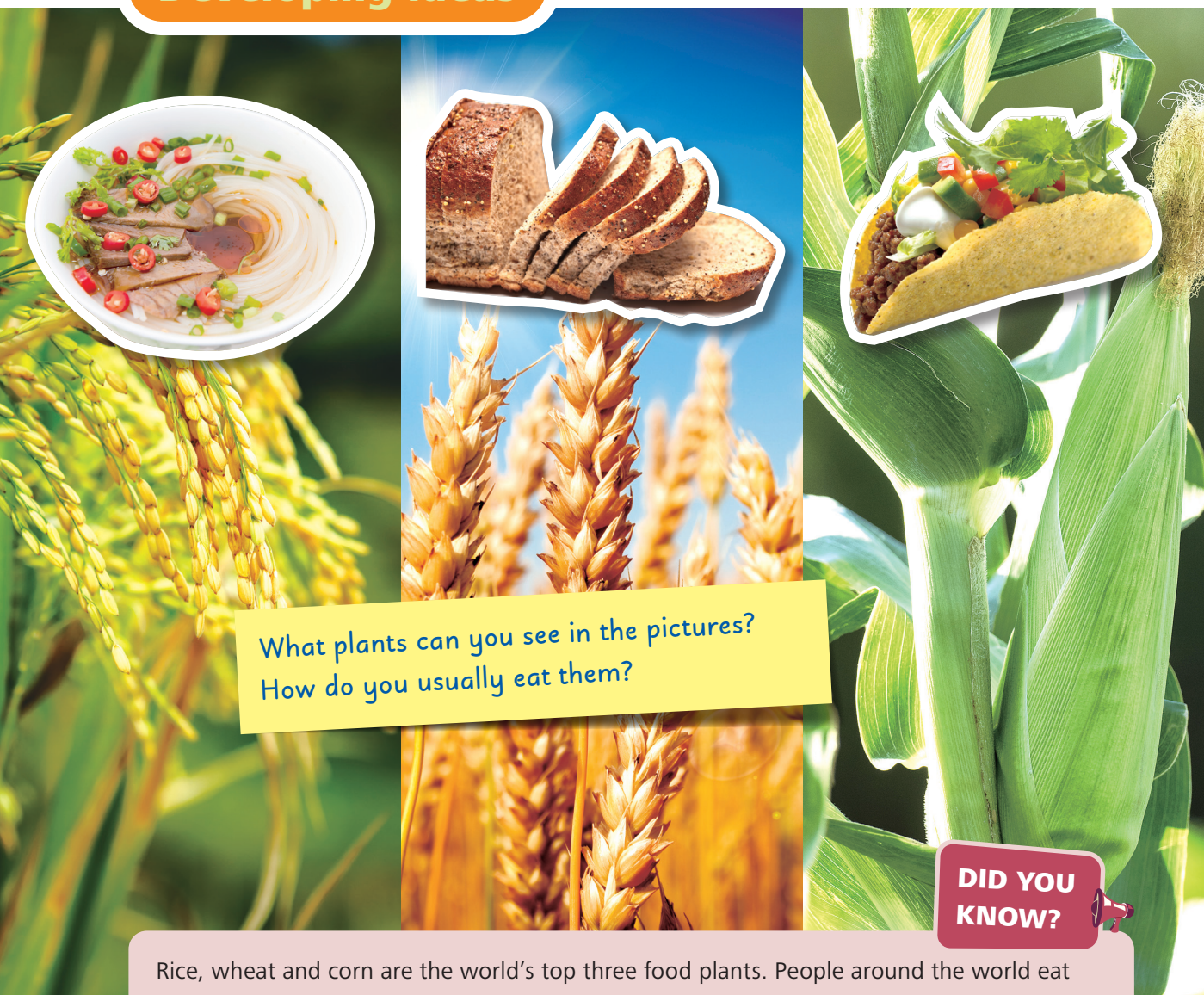
\_\_\_\_\_

\_\_\_\_\_

### ► Useful expressions

- |                                       |                         |
|---------------------------------------|-------------------------|
| • Without plants, ... will / won't... | • ... need... to...     |
| • ... mean a lot to...                | • ... can make...       |
| • ... is useful for...                | • ... give more than... |

## Developing ideas



What plants can you see in the pictures?  
How do you usually eat them?

**DID YOU  
KNOW?**

Rice, wheat and corn are the world's top three food plants. People around the world eat them in different ways. For example, rice noodles in East Asia, bread in Europe and tacos in the Americas.

**1** **Listen to the opening of the vlog. What is Jason talking about?**

- a** The importance of corn in Mexico.
- b** Corn in different cultures.
- c** A famous Mexican corn dish.

### Phonetics in use

#### **Pronunciation:**

/eɪ/ amazing play

/aɪ/ size like

/ɔɪ/ toy boy

**Practise more** → p111



2  Listen again and complete Jason's notes for the vlog.

The biggest one is nearly

<sup>1</sup> \_\_\_\_\_ (40 / 50)

centimetres long.



an ear of corn



People started growing corn in Mexico

about <sup>2</sup> \_\_\_\_\_ (900 / 9,000)

years ago!



Today, it's a big part of their

<sup>3</sup> \_\_\_\_\_. There are over

<sup>4</sup> \_\_\_\_\_ (600 / 100) corn

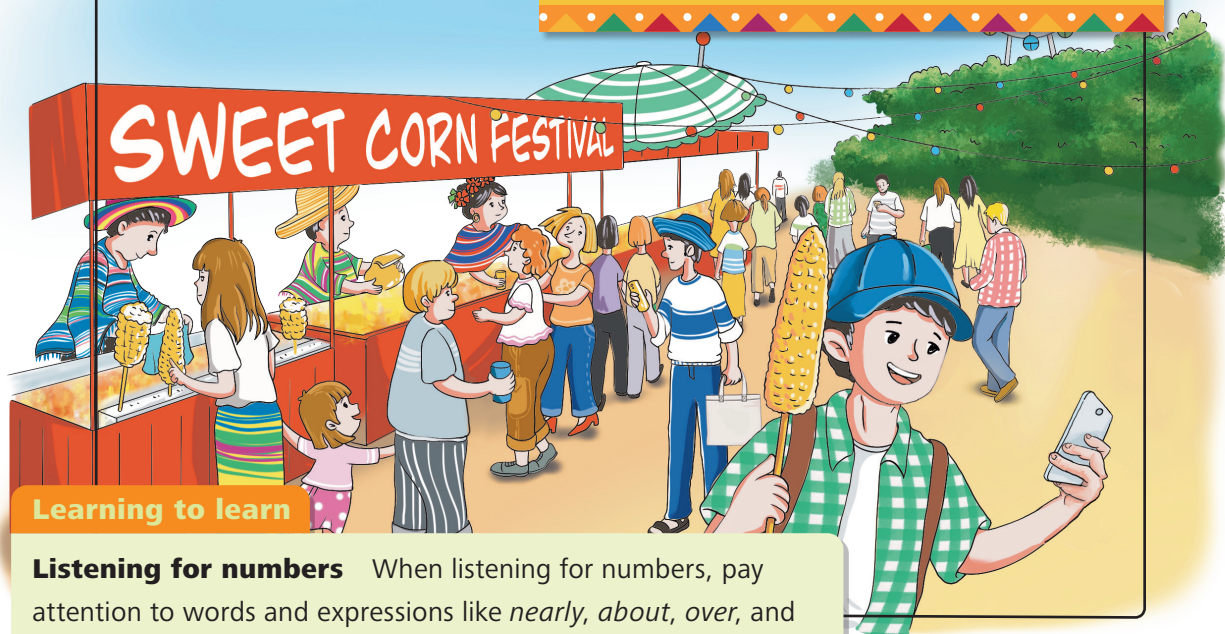
dishes now!



Corn isn't just <sup>5</sup> \_\_\_\_\_. People even use it to make toys. It's also part of Mexican culture.



## SWEET CORN FESTIVAL



### Learning to learn

**Listening for numbers** When listening for numbers, pay attention to words and expressions like *nearly*, *about*, *over*, and *more / less than*. They usually come before numbers.

**3**  **Listen to the conversation and complete the sentences.**

**Corn seeds**

Tacos are a traditional Mexican food. We <sup>1</sup> \_\_\_\_\_ them from corn seeds. We make chips with corn seeds, too.



**Corn silk**

It's the "hair" of corn. People in many countries make <sup>2</sup> \_\_\_\_\_ with it. It is <sup>3</sup> \_\_\_\_\_ for your health.

**Corn husks**

We make <sup>4</sup> \_\_\_\_\_ dolls with corn husks.

 **Listen again. Then talk about how people ask for and give permission.**

**Learning to learn**

**Asking for and giving permission**

Asking for permission helps us get something in a polite way. We can use the questions *May I...?* or *Could / Can I...?* People can reply *Certainly, Sure* or *Go ahead.*

**4** **Work in pairs. Act out a conversation about the uses of a plant.**

**Step 1** Choose one of the plants and think about three ways of using it.

**Step 2** Have a conversation about its uses. Try to ask for and give permission in the conversation.



Rose



Cotton



Bamboo



This is... We use it for...

That's true.



**Useful expressions** → p113

**Talk about what you have learnt about the different uses of plants in this section.**



## Reading for writing

**1** Look at the pictures and answer the questions. Use the words to help you.

- 1 What can you see in the pictures?
- 2 What do these pictures have in common?

drink

tea

teahouse

culture

home

**2** Read the passage. Find out the importance of tea to the Chinese and the Brits.

Search



Login

### What's your cup of tea?

What is the most popular drink in the world after water? The answer is tea. It is not only good for our health, but also a key part of many cultures. What does tea mean to you?





**Feng Tao**

♡10   Q21   𐀀   𐀀

In Chengdu, we have as many teahouses as leaves in a cup of tea! Grandpa used to take me to the teahouse. He and his friends drank tea and shared their news. Now I study abroad. Most of my classmates prefer coffee, but I will always choose green tea. It's more than a drink for me. A cup of warm tea always makes me feel like I'm back home.



**Emma Jones**

♡8   Q25   𐀀   𐀀

It's no secret that Brits love afternoon tea. But actually, we drink tea all day. My husband can drink eight cups a day! When my kids were young, I always made tea for them after school. Now they're adults, but they come back every weekend. We chat and relax in the yard with black tea and biscuits. It's our way of connecting.



**3 Complete the form with the words and expressions from the passage.**



**Feng Tao**



**Emma Jones**

• What kind of tea do they drink?

I will always choose <sup>1</sup>\_\_\_\_\_.

We have <sup>6</sup>\_\_\_\_\_ and biscuits.

• Who do they drink tea with?

I used to drink tea with my <sup>2</sup>\_\_\_\_\_.

I drink tea with my <sup>7</sup>\_\_\_\_\_.

• Where do they drink tea?

There are many <sup>3</sup>\_\_\_\_\_ in Chengdu. Grandpa used to take me to drink tea there.

We chat and relax with tea in the <sup>8</sup>\_\_\_\_\_.

• What does tea mean to them?

Tea is more than a <sup>4</sup>\_\_\_\_\_ for me. It makes me feel like I'm back <sup>5</sup>\_\_\_\_\_.

Tea is our way of <sup>9</sup>\_\_\_\_\_.

**4 Answer the questions.**

- 1 What does "a key part" mean?
- 2 What does "as many teahouses as leaves in a cup of tea" say about teahouses?
- 3 What does the expression "it's no secret" mean?



**Think and share**

- 1 What does the title mean?
- 2 What do the two stories have in common?
- 3 Do you agree that tea is "more than a drink"? Why or why not?

**Learning to think for question 2** To compare two stories with the same topic, you need to find what's similar and different. Look at the characters, events, and how the characters feel.



**5** Write a short paragraph about tea and your family.

**Step 1**

Write down some ideas below.

## Tea and my family



1 Who drinks tea in your family?

2 What kind of tea do they like?

3 Where do they drink tea?

4 Who do they drink tea with?

5 Do they have any stories of drinking tea?

6 How does tea make them feel?

**Step 2**

Write your paragraph using the information above.

**Step 3**

Check. Did you: ☐ include the main points in Step 1?  
☐ use the words and expressions from the reading passage?  
☐ explain how tea is part of culture?

**Step 4**

Share your paragraph with the class.



## Presenting ideas

Make a poster about plants.

### Step 1

Work in groups. Search for information about different plants. Take a group vote to decide on the plants and find photos of them for your poster.

### Step 2

Organise your ideas with the help of the following outline and make your poster. You may use the following language tips or find useful expressions or sentences from this unit.

#### Title of the poster

- The... of plants
- Powerful / Wonderful / ... plants

#### Why are the plants important in nature?

- Animals need them for food. For example, ...
- Plants give / make...
- Without plants, the natural world...

#### How can we make use of the plants?

- We make... from...
- We use... for...
- ... come from...
- Another product is...

**Photos of things  
made from plants**

- We need it to...
- It's useful for...

#### What do the plants mean to different cultures?

- It means a lot to...
- ... is a key part of...
- ... is more than a plant for...

#### Remember!

Make sure others can read your poster. Use colours to make it bright.

### Step 3

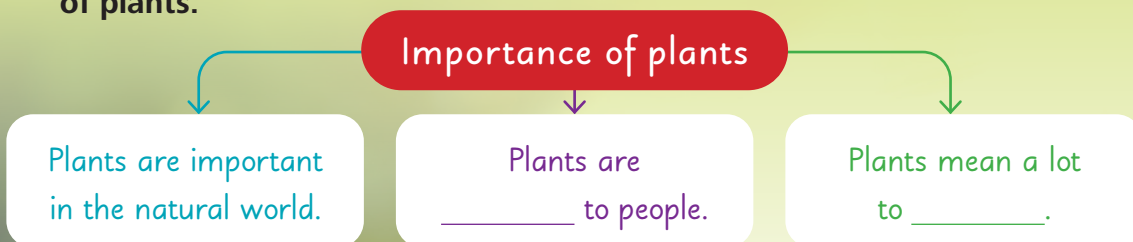
Practise and present your poster to the class.

### Step 4

Vote on the best three posters and the best three presentations.

## Reflection

- 1 After completing this unit, I understand more about the importance of plants.



- 2 To express my understanding, I can...

- ☐ use words and expressions in the unit to describe plants: \_\_\_\_\_
- ☐ use the simple future tense to talk about the benefits of plants.
- ☐ describe the importance of plants.

\*1 = excellent, 2 = good, 3 = not yet

- 3 I still need to improve: \_\_\_\_\_
- \_\_\_\_\_

# Fantastic friends



We share the earth with animals. In this unit, let's explore our relationship with animals. How are animals amazing? How do they help us? How do we protect them? By the end of this unit, you will make a profile of an animal.

After completing the unit, you will be able to:

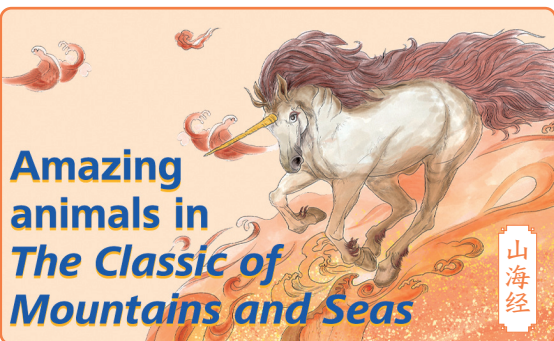
- ▶ use words and expressions in the unit to describe our relationship with animals.
- ▶ use the present continuous tense to talk about animal behaviours.
- ▶ explain the need to protect our animal friends.



What can you see in the picture?

## Starting out

1 Look at the picture and answer the questions.



1 Do you know *The Classic of Mountains and Seas*?

2 What amazing animals are there in this book?

2 Do the quiz about animals.

## Animal quiz



1 Which animal has the longest neck?

A. Monkey. B. Horse. C. Giraffe.

2 Which animal can see things from the farthest away?

A. Eagle. B. Rabbit. C. Dog.

3 Which animal can remember lots of information?

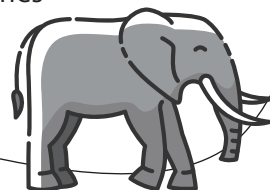
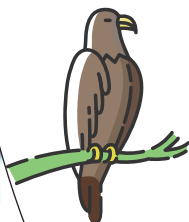
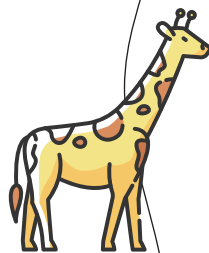
A. Cow. B. Mouse. C. Elephant.

4 How many eyes does a bee have?

A. Two. B. Five. C. Twelve.

5 The hummingbird can eat \_\_\_\_\_ its weight in 24 hours.

A. half B. about twice C. more than 5 times





## Understanding ideas

### 1 Tick the words to describe pigeons.

- ☐ boring      ☐ fast      ☐ scary      others: \_\_\_\_\_  
☐ clever      ☐ dirty      ☐ amazing

### 2 Read the blogs and find out the words Henry used.



Henry's View

Follow

## Pigeon surprise

**Day 1** We're studying birds for Bird Week at school. Some lucky kids got penguins. But I have to write about... pigeons! 😞

**Day 2** I'm watching pigeons in the park now. They just knock around – for the whole morning! They leave droppings here and there. Pigeons are BORING and DIRTY!

A girl is feeding them. Argh! The birds are flying madly to her. They're SCARY!



**Day 3** I'm doing some online research. Pigeons can recognise themselves in mirrors. How surprising! Are they so clever? I'd better go and watch them again...

**Day 4** I'm back at the park again. Oh! That pigeon is looking at itself in the water! Maybe I was wrong about pigeons.



**Day 5** I'm reading in the library now. Oh, there are over 200 kinds of pigeons. Some can fly several thousand kilometres and don't get lost. They can also fly at speeds of over 100 km per hour. That's as fast as my dad's car!

Well, pigeons aren't boring or scary. They are AMAZING – I just didn't know enough about them!





## Think and share

- 1 How can you tell that Henry didn't like pigeons?
- 2 What other facts do you know about pigeons?

### Learning to think for question 1

You can tell people's thoughts and feelings about animals from their words and tones.

**3 Choose another suitable title and give your reasons.**

- a Clever pigeons
- b Pigeons in the park
- c Amazing pigeons
- d People and pigeons

**4 Complete the flow chart with the words and expressions from the passage.**

## Henry's views about pigeons

### Boring, <sup>1</sup> \_\_\_\_\_ & scary

- They knock around for the whole morning.
- They <sup>2</sup> \_\_\_\_\_ here and there.
- A girl is feeding them. They <sup>3</sup> \_\_\_\_\_ madly to her.



### Surprising

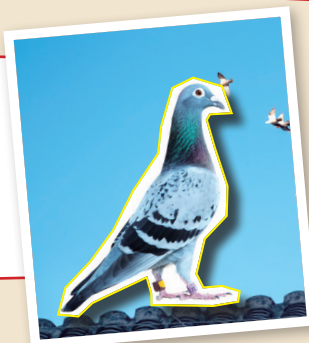


- They can recognise themselves in mirrors.
- There are <sup>4</sup> \_\_\_\_\_ kinds of pigeons.
- Some can fly a long way and don't <sup>5</sup> \_\_\_\_\_.
- They can fly at speeds of over 100 km per hour.



**6**

I just didn't know enough about them.





**5 Read the sentences from the reading passage and summarise the grammar rules.**

(a) We're **studying** birds for Bird Week at school.

(b) I'm **watching** pigeons in the park now.

(c) That pigeon **is looking at** itself in the water!

**Now find more sentences with these structures in the reading passage.**

**6 Read and complete the sentences with the correct form of the words in the box.**

**stand      watch      jump**

1 Look! The rabbit \_\_\_\_\_ one metre high!

2 – The horse is sleeping.

– I can't believe it. It \_\_\_\_\_. Can it sleep like that?

3 Ssh! I \_\_\_\_\_ the cat in the tree.

**7 Complete the passage using the correct form of the verbs in brackets.**



The new camera looks like a real beaver! We put it by the river. Now we <sup>1</sup> \_\_\_\_\_ (watch) the beavers. Look! One beaver <sup>2</sup> \_\_\_\_\_ (cut) a tree with its teeth. And the other two <sup>3</sup> \_\_\_\_\_ (put) the sticks in the river. They want to make a pool. But what's it for? Oh, I see! They <sup>4</sup> \_\_\_\_\_ (build) their home in it. The pool will protect them from wolves, bears, etc. This is amazing!

Now the work is done! Two beavers <sup>5</sup> \_\_\_\_\_ (swim) in the pool. The other one <sup>6</sup> \_\_\_\_\_ (try) to find food. It's such nice work. Beavers are really "nature's engineers"!





- 8 Find a video and do your own voice-over for it. Use the words and expressions from the reading passage and the *Useful expressions* to help you.



## Amazing animal

What animal is it?

What is it doing?

What is special about it?

What do you think of it?



### ► Useful expressions

- |                    |                        |                                 |
|--------------------|------------------------|---------------------------------|
| • It is a...       | • It can...            | • It eats...                    |
| • It looks like... | • It has long / big... | • It's amazing / clever / ...   |
| • Look, it's...    | • People call it...    | • How surprising / amazing! ... |

## Developing ideas



What animals do you know work for people?



**DID YOU KNOW?**



Working animals are great helpers to humans. For example, camels carry heavy things for people. Cats can help patients get better. Dogs and some kinds of horses help guide blind people.

### 1 Listen to the radio programme.

**What is it about?**

- a The world's best dog.
- b Goodbye to a hero dog.
- c How to train your dog.

### Phonetics in use

#### Pronunciation:

/ɜː/ work thirteen learn earthquake

/ə/ over after

Practise more → p111

**2**  Listen again and complete the webpage for Bingjie.

## IN MEMORY OF

**Bingjie** February, 2007–October, 2021



About

Memories

Timeline

Bingjie was a rescue <sup>1</sup> \_\_\_\_\_ and worked with the firemen. Bingjie had a good sense of <sup>2</sup> \_\_\_\_\_. He worked after many earthquakes and helped find missing <sup>3</sup> \_\_\_\_\_. Over the years, he saved many lives. His most <sup>4</sup> \_\_\_\_\_ rescue took place after the 2008 Wenchuan earthquake. He helped to find <sup>5</sup> \_\_\_\_\_ people. Bingjie died at the age of <sup>6</sup> \_\_\_\_\_. He was a hero.

### Learning to learn

**Preparing to listen** Quickly read the information in the book before listening. Think about the topic and guess the answers. Remember, you don't need to understand everything on the first go.



**3**  **Listen to the interview and complete the notes.**

## Interview with Ouyang Honghong

• **Do you remember your first meeting?**

Yes. I first met Bingjie in 2007. He just ran up to me to say  
<sup>1</sup> \_\_\_\_\_. Then we became best friends!

• **Can you tell us something about Bingjie's work in Wenchuan?**

Bingjie worked very <sup>2</sup> \_\_\_\_\_. He got hurt, but he didn't  
<sup>3</sup> \_\_\_\_\_. On the second day, he found a six-year-old girl.  
 She was the <sup>4</sup> \_\_\_\_\_ person our team found.

• **What do you want to say to Bingjie?**

Bingjie, I want to hug you again. I <sup>5</sup> \_\_\_\_\_ you so much.  
 You are always my <sup>6</sup> \_\_\_\_\_.



### Learning to learn

 **Listen again. Then talk about how the host asked questions.**

**Asking questions to find out information** Asking questions helps us show our interest, get new information and understand ideas. Keep your questions short and simple, and avoid talking over other speakers.

**4** **Work in pairs. Talk about another animal helper. Use the questions below to organise your ideas.**

What animal is it?

\_\_\_\_\_

What does the animal do to help people?

\_\_\_\_\_

What is special about the animal?

\_\_\_\_\_

What do you think of the animal?

\_\_\_\_\_



Can you think of another animal helper?

Yes. ... helps us...



Why can it do this?

Because it has... It can...



Useful expressions → p113

**Talk about what you have learnt about animal helpers in this section.**



## Reading for writing

- 1 Look at the pictures on the right and answer the questions. Use the words and expressions to help you.

- 1 Where can you see these animals now?
- 2 What happened to them?
- 3 What do you think are the reasons?

museum

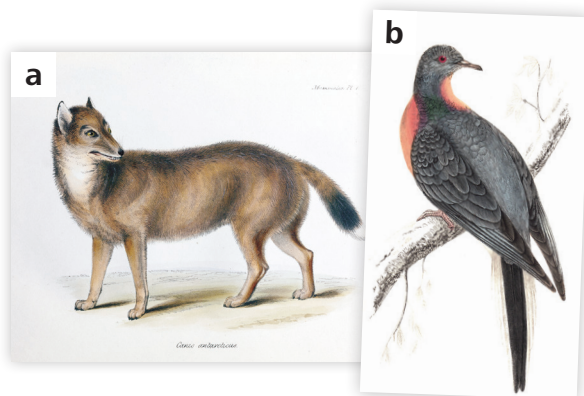
animal

human

cut down

hunt

die out



- 2 Read the passage. What happened to dodos?



- 1 Are you looking at me? Do you know me? I'm a dodo! You may think I'm just a character in *Alice's Adventures in Wonderland*. Actually, there used to be thousands of us – for real. But now you can only see us in museums.



- 2 We lived on an island in the Indian Ocean. In the happy old days, there was plenty of food to eat. All the other animals were friendly. What a peaceful and safe life!



# As dead



<sup>3</sup> However, in 1598, humans arrived. They cut down the trees and our lovely forest was gone. They hunted us because we were slow and couldn't fly. What's more, their pigs, cats and dogs ate our eggs. As a result, we soon died out.

<sup>4</sup> So today we are standing in museums around the world. When you see us, please remember our sad story. The world is full of fantastic animals. Please try your best to help them. Make them as happy as a clam, not as dead as a dodo.

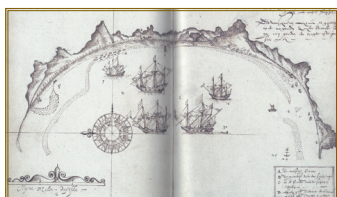


# as a dodo

**3** Complete the display board with the words from the passage.



## The sad story of dodos



Dodos lived on an <sup>1</sup> \_\_\_\_\_ in the Indian Ocean. There was plenty of <sup>2</sup> \_\_\_\_\_ to eat and all the other <sup>3</sup> \_\_\_\_\_ were friendly.



<sup>4</sup> \_\_\_\_\_ arrived in 1598. They cut down the <sup>5</sup> \_\_\_\_\_ and hunted dodos. Their pigs, cats and dogs ate the dodos' <sup>6</sup> \_\_\_\_\_.



Dodos soon died out. Today, people can only see them in <sup>7</sup> \_\_\_\_\_.

**4** Answer the questions.

- 1 Why is the dodo "just a character" to some readers?
- 2 What do "as happy as a clam" and "as dead as a dodo" mean?
- 3 Why does the writer use the two expressions at the end of the passage?



### Think and share

- 1 What is the purpose of the passage?
- 2 How do people's actions influence animals? Give an example.

#### Learning to think for question 1

You may find the writing purpose from the title, beginning or ending of the passage. Usually, the writer wants the readers to learn a lesson or take some action.



**5 Write a short paragraph about dodos.**

**Step 1**

What do you know about dodos? Use the chart to help you.

**General information**

Where did dodos live?

What were their lives like?

What did humans do?

What happened to dodos at last?



**Message**

What can you learn from dodos' story?

**Step 2**

Organise the information and write a paragraph.

**Step 3**

- Check. Did you:
- ☐ introduce the experience of dodos?
  - ☐ use the words and expressions from the reading passage?
  - ☐ give your opinion about protecting animals?

**Step 4**

Share your paragraph with the class.



# Presenting ideas

Make a profile of an animal.

## Step 1

Work in groups. Search for information about different animals. Take a group vote to decide on the animal for your profile.

- Which animals are amazing?
- Which animals need our help?
- Which animals help humans?

## Step 2

Organise your ideas with the help of the following outline and make your profile. You may use the following language tips or find useful expressions or sentences from this unit.

### Introduction Describing the topic and purpose of the profile

- This profile is about...

### Body

#### Giving some basic facts about the animal

- There are over... kinds of...
- It lives in / on...
- It grows to about... long / tall.

#### Explaining its special skills

- It can... That's almost as... as...
- In this picture, it's...
- Some... can fly / run...
- It has a good sense of...



#### Describing our relationship with it

- It can help people...
- It's our best friend.

### Conclusion Sharing your thoughts and opinions on the animal

- We should try our best to help them.
- Maybe I was wrong about...
- It's amazing. I need to learn more about it.

**Extra!**

Include some photos or drawings to help readers understand your profile better.

### Step 3

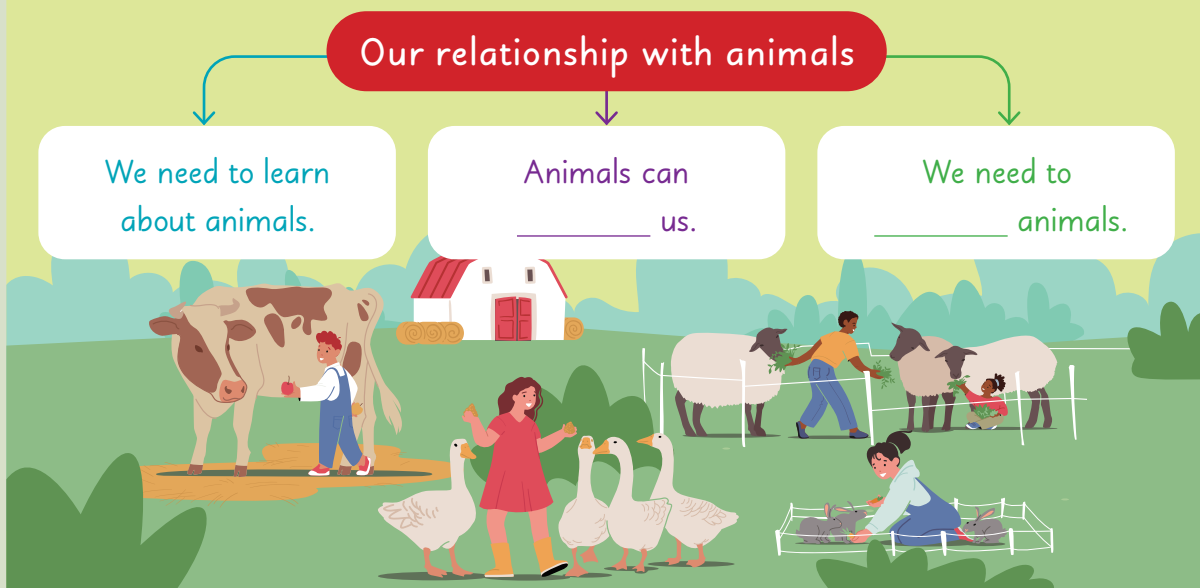
Practise and present your profile to the class.

### Step 4

Vote on the best three profiles and the best three presentations.

## Reflection

- 1 After completing this unit, I understand more about our relationship with animals.



- 2 To express my understanding, I can...

- ☐ use words and expressions in the unit to describe our relationship with animals: \_\_\_\_\_
- ☐ use the present continuous tense to talk about animal behaviours.
- ☐ explain the need to protect our animal friends.

\*1 = excellent, 2 = good, 3 = not yet

- 3 I still need to improve: \_\_\_\_\_
- \_\_\_\_\_

# Appendices

**Phonetics in use**

**Communication bank**

**Language notes**

**Guide to the language use**

**Words and expressions**

**Proper nouns**

Names, Places, Others

**Vocabulary**

**Pronunciation guide**

## Phonetics in use

### Unit 1



**Listen and repeat.**

/ɑː/ start car star arm

/æ/ thank back sad map

/e/ friend twelve head bed

### Unit 2



**Listen and repeat.**

/iː/ need week read teacher

/ɪ/ is window ship miss

/i/ hobby party sunny sorry

### Unit 3



**Listen and repeat.**

/uː/ rule June soup afternoon

/ʊ/ push cook foot could

/ʌ/ mum cup understand fun

### Unit 4



**Listen and repeat.**

/ɔː/ talk short call board

/ɒ/ because clock what watch

### Unit 5



**Listen and repeat.**

/eɪ/ make cake great taste

/aɪ/ buy try light high

/ɔɪ/ enjoy oil coin joy

### Unit 6



**Listen and repeat.**

/ɜː/ first dirty worse early

/ə/ better ever October doctor



# Communication bank

## Unit 1

### ► Useful expressions

- ... is a problem for me.
- It makes me feel...
- What are some solutions for...?
- One way is to...
- Also, you can...

## Unit 2

### ► Useful expressions

- We can learn... because...
- As a result, ...
- So...

## Unit 3

### ► Useful expressions

- I'd rather not.
- It's a bit difficult to talk about. But...
- I feel... because...
- Yes, but now...
- I hope you're not hurt.
- Thank you.

## Unit 4

### ► Useful expressions

- I think... is a new way to celebrate, because...
- I agree. Another idea is to...
- That's a(n)... idea!
- I'm not sure about that.
- I see it differently, because...

## Unit 5

### ► Useful expressions

- I am hoping to know..., may I?
- What about...?
- Could I know...?
- Yes, of course.

## Unit 6

### ► Useful expressions

- How does... do that?
- ... is very touching.
- ... acts as...
- ... not only..., but also...
- ... provide... with...

## Unit 1

### 1. Learning without thinking is of no use.

学而不思则罔。

本句出自儒家经典著作《论语》，意在提醒人们要把学习和思考结合起来，才能真正学到知识。《论语》是记录孔子及其弟子言行的一部书。孔子（前551—前479）名丘，字仲尼，我国春秋末期思想家、政治家、教育家，儒家创始人。《诗》《书》《礼》《乐》《春秋》等典籍皆经其整理编订。被后世尊称为“圣人”，立为“万世师表”。

### 2. Please write this down.

请把这句话抄下来。

write down意为“写下，（在纸上）记下”，表示把一些信息、数据或事实写下来以便能记住。例如：

She writes down his number on the paper. 她在纸上写下他的号码。

### 3. But is it OK to point out the mistake?

但是指出错误合适吗？

point out意为“指出，指明”。例如：

He points out my mistakes in the homework. 他指出我作业中的错误。

### 4. Mencius

孟子

孟子（约前372—前289）名轲，字子舆，战国时期思想家。孟子是孔子之孙的再传弟子，被尊称为“亚圣”，后人常将其与孔子并称为“孔孟”。所传《孟子》一书，既是研究其思想、生平的重要资料，亦具较高文学价值。

### 5. In fact, this is my first lesson for all of you.

其实，这是我想给你们所有人上的第一堂课。

本句使用了双关的修辞手法。从字面意思来看，first lesson指学生们在初中开学上的第一堂课。同时，first lesson也象征着学生们在初中学习到的第一个重要道理：学习不仅仅是被动地接受信息，还需要主动思考和质疑，在学习中，批判性思维和

独立思考是非常重要的。这个道理超越了简单的课堂知识，所以称之为 first lesson。

**6. Primary school is like a small pool. Your boat is safe there. Dad and Mum can protect it from winds.**

小学就像一个小水池，你的船在那里很安全。爸爸和妈妈可以保护它免受风吹。

(1) pool 通常指一个装满水的小池子，句中用来比喻小学。

wind 被用来表示可能遇到的困难或挑战。

(2) protect... from... 是固定搭配，意为“保护……避免……”。例如：

We should protect the city from destruction. 我们应当保护这座城市免受破坏。

**7. But sometimes you have to sail your boat by yourself.**

但有时候你必须独自驾驶你的小船。

by oneself 意为“独自地”，通常用来描述一个人独立完成某件事。例如：

She makes the cake by herself. 她自己做蛋糕。

**8. You will go through storms towards the sea.**

你将会穿过风暴，驶向大海。

句中 through 意为“穿过，经过”，表示与位置相关的概念，指经过某一地区或从一组物体中穿过。例如：

We pass through France on our way to Italy. 我们去意大利时途经法国。

**9. With love**

致以爱意的

(1) 本文中有一封书信，With love 是书信的落款，常常出现在给亲人或亲密朋友的信件中。英文中其他常见的落款表达包括 Yours sincerely ( 诚挚地 )，Best regards ( 谨致问候 )，Kind regards ( 亲切的问候 )，Yours faithfully ( 忠诚地 ) 等。选用哪个主要取决于信件的正式程度以及收信人与发信人的关系。

(2) 请注意，在书写时，落款的首字母需大写，末尾需使用逗号。



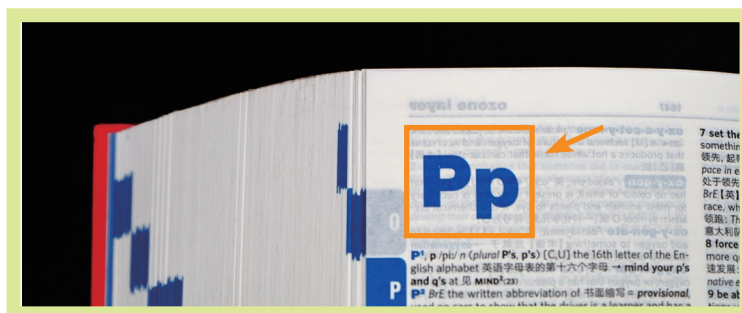
## Language notes

**Tip:** How to look up a word in an English dictionary

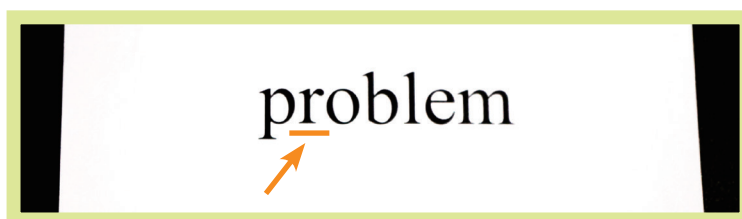
**Step 1** Find the letter that the word begins with.



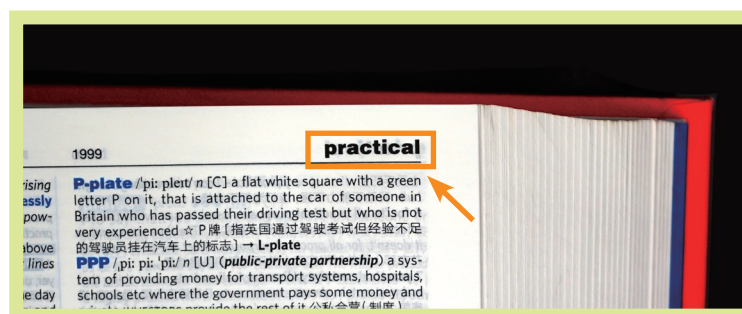
**Step 2** Open the dictionary to the page with the letter "p".



**Step 3** Now look at the second letter in the word.



**Step 4** Look at the letter after "p", and scan down till it is "r".



## Step 5

Do the same for the third, fourth and fifth letters and so on.

## Step 6

Now that you have found your word, look at the different meanings it has.



PS Besides paper dictionaries, you can also use online dictionaries or dictionary apps.

## Unit 2

### 1. Right at this moment, the sound of Grandpa's erhu cuts in.

就在这时，爷爷的二胡声插了进来。

句中cut in意为“插嘴，打断别人说话”。例如：

She always cuts in when we are talking. 我们聊天时，她总是插嘴。

### 2. An idea suddenly hits me: "Why don't we..."

我脑海中灵光一闪：“何不……”

句中hit sb的用法是俚语，常用于描述某人突然想到某个主意、

## Language notes

发现某个事实或者突然理解了某个情况。其中hit指一种突然的认识或理解，像一个想法突然“击中”脑海。例如：

The solution to the problem hits me in the middle of the night. 我在半夜突然想到了问题的解决办法。

The truth hits her hard and she cannot help but cry. 事情的真相对她打击很大，她忍不住哭了起来。

### 3. I rush into his room...

**我冲进他的房间……**

rush into意为“冲进，迅速进入”。例如：

The children rush into the classroom when the bell rings. 铃声一响，孩子们就冲进教室。

### 4. I nod to Grandpa and we fire up our instruments.

**我朝爷爷点点头，然后我们开始演奏乐器。**

fire up在句中是比喻的用法，其中fire可理解为“点火，启动”，fire up则理解为“开始或开始运作（机器、程序等）”。在句中比喻我和爷爷开始演奏乐器，就像发动机开始运作起来一样。例如：

Fire up the engine. We need to leave now. 启动引擎，我们现在该离开了。

### 5. Suddenly, a door appears in the wall.

**突然，墙上出现了一道门。**

appear意为“出现，呈现”，尤指突然或不可预见地出现。例如：  
The sun appears from behind the clouds. 太阳从云后面出来了。  
She appears in the doorway. 她出现在门口。  
A ship appears on the horizon. 一艘船出现在了地平线上。

### 6. Emma shakes her head and stops writing.

**Emma摇了摇头，停止了写作。**

stop doing意为“停止做”。需要注意stop doing是“停止正在进行的行为”，而stop to do则是指“停下正在做的事情去做另

一件事”。也就是说，stop to do中的行为是停止后要做的新行为，而不是被停止的行为。例如：

I need to stop eating junk food. 我需要停止吃垃圾食品。

She stops to tie her shoelaces. 她停下来系鞋带。

## 7. Emma likes writing magic stories.

**Emma喜欢写奇幻故事。**

like doing意为“喜欢做”。例如：

I like reading. 我喜欢阅读。

He likes playing football. 他喜欢踢足球。

## Unit 3

### 1. For years, the father served as the postman for this area.

**多年来，父亲一直担任这个地区的邮递员。**

句中serve意为“为……工作；供职；服役”，和as连用表示“担任，扮演；起到……作用”。例如：

She serves as the team leader in the meeting. 在会议上她担任领队。

In the play, he will serve as the main character. 在这出戏中，他将担任主角。

This room can serve as a study. 这个房间可以用作书房。

### 2. He was often absent from home and the son seldom saw him.

**他经常不在家，儿子很少见到他。**

be absent from...意为“缺席，不在……”。例如：

They are absent from the meeting. 他们缺席了会议。

He is absent from the class due to illness. 由于生病，他缺席了课程。



### 3. Along the way, they start to see into each other's hearts.

一路上，他们开始理解彼此的内心。

along the way是固定短语，意为“在这一过程（经历）中；在生活道路上”。例如：

We see beautiful landscapes along the way to the mountaintop. 在去山顶的路上，我们欣赏到美丽的风景。

You have to learn a few new skills along the way. 在这个过程中你还得新学几招。

### 4. It brings back the father's memory of carrying the son on his back.

这让父亲想起了以前背着儿子的情景。

句中bring back意为“使想起，使回忆起”。例如：

This song brings back a lot of memories from my high school days. 这首歌让我回忆起高中时代的许多事情。

### 5. His love may be silent. But like a mountain, it is always there.

他的爱或许是沉默的，但却如山一般始终存在。

这个句子中父爱被比作高山。父爱如山一般静默和深沉，这个比喻创造了一种强烈的视觉效果和深刻的感情色彩，使读者能感受到父爱的深沉与强大。

### 6. They are always close to each other.

他们一直亲密无间。

be close to sb意为“和某人亲近”。例如：

Lucy is close to her grandmother. Lucy和她的祖母关系很亲密。

That girl is close to her friends. 那个女孩和她的朋友们关系很好。

### 7. One day, he finds a way.

有一天，他想到一个办法。

way除了指“道路”，还意为“方法，办法”。例如：

I must find a way! 我必须想个办法!

What's the best way to learn a new language? 学习一门新语言最好的方法是什么?

**8. It is hard for John to pull Robert's trailer. But John refuses to race without his brother.**

对 John 来说, 用拖车拉着 Robert 很辛苦。但是 John 决不肯不带 Robert 就参加比赛。

it is hard to do sth 意为“做……很辛苦”。例如:

It is hard to lift stones this size. 把这么大的石头举起来很费力。

It is hard to finish the marathon, but it feels good. 跑完马拉松很辛苦, 但感觉很棒。

refuse to do sth 意为“拒绝做某事”。例如:

Steve refuses to answer any questions. Steve 拒绝回答任何问题。

Lei Feng never refused to lend a hand to people in need.

雷锋从来没有拒绝过向有困难的人伸出援手。

**9. But for the brothers, some things are more important than winning.**

于兄弟俩来说, 有些事情比获胜更重要。

be more important than 意为“比……更重要”。例如:

Being happy is more important than having a lot of money.  
快乐比拥有很多钱更重要。

Being safe is more important than being fast. 安全比速度快更重要。

## Unit 4

**1. Today is the Spring Festival, so I want to treat her to a Chinese dinner.**

今天是春节, 所以我想请她吃一顿中式晚餐。

treat sb to sth 意为“请客, 款待, 招待”。例如:

## Language notes

I treat myself to a new coat. 我犒劳自己一件新外套。

We treat her to lunch at the hotel. 我们请她在酒店吃午饭。

### 2. This is the lion's head!

**这是狮子头！**

“狮子头”一般指“红烧狮子头”，是一道淮扬名菜，因其形状犹如雄狮之首而得名。在中国文化中，圆形象征着圆满、团圆，所以“狮子头”象征着家庭团聚，红火团圆。

### 3. Isn't that against the law?

**那难道不是违法的吗？**

本句是反问句。文中Emilia想表达的实际上是一个肯定的观点，她几乎确定那件事是违法的。但为了确认，使用了疑问的口吻。这是反问句常见的用法，即表现形式像是一个问题，但实际上是对某个观点的强烈声明或者确认。又如：

Who wouldn't want a clean environment? 谁不想要个干净的环境呢？

此外，反问句还经常用于抱怨。例如：

Can't you see what's happening? 你难道看不出发生了什么吗？

### 4. Its round shape stands for family reunions.

**它圆圆的形状象征着阖家团圆。**

stand for意为“代表，表示”。例如：

What does ATM stand for? ATM是什么意思？

WHO stands for World Health Organization. WHO代表世界卫生组织。

### 5. For Chinese people, festivals usually mean a break from work and happy family reunions.

**对于中国人来说，节日通常意味着放下工作，享受家庭团聚的欢乐时光。**

a break from...意为“暂时中断……”。句中break为名词，意为“中断，暂停”。例如：

Let's take a break from the training. 让我们暂停训练，休息一下。  
She took a break from her work to go to hospital. 她暂时中断工作，去了趟医院。

**6. "... We need to stand by every minute," says Leng.**

**冷文颖说：“…… 我们需要随时待命。”**

stand by 意为“准备行动”，表示需要准备好，并且能随时开始做某事。例如：

We are standing by for your orders. 我们正在等待您的命令。  
Doctors need to stand by to save people. 医生需要随时准备救人。

**7. But she never regrets her decision to be an ER doctor.**

**但她从未后悔过选择成为一名急诊医生。**

regret sth / doing sth 表示“后悔（做了某事），对……感到遗憾”。例如：

I regret eating so much at the party last night. 我后悔昨晚在派对上吃得太多了。

I regret taking such a big bag. 我后悔带了这么大的包。

**8. I make the most of every minute with my family.**

**我充分利用和家人在一起的每一分钟。**

make the most of sth 意为“充分利用某事物”。例如：

We should make the most of this good weather and go to the beach. 我们应该好好享受这个好天气，去海边玩。

She is making the most of her time by studying. 她正抓紧时间学习。

**9. "... I'm very thankful for their support," she says.**

**她说：“…… 我非常感谢他们的支持。”**

be thankful for... 意为“感激（感谢）……”。例如：

I'm really thankful for the love and support from my friends.  
我非常感激朋友们对我的关爱和支持。



## Language notes

### 10. They give up their family time to answer the call of duty.

他们放弃了陪伴家人的时间，来响应职责的召唤。

(1) give up... 表示“放弃……(尤指经常做的事情)”。例如：

She gives up driving her car and goes to work by bike instead. 她放弃开车，改为骑自行车去上班。

(2) 本句中call是名词，意为“召唤，要求”，表示一种请求或命令。这个用法常见于文学作品或正式语境中，是一种具有诗意的表达方式。例如：

He hears the call of the wild and decides to spend a week in the mountains. 他听到了大自然的召唤，决定在山里过一周。

## Unit 5

### 1. Within a plant

植物工厂内

(1) 本文主要展示了植物光合作用的过程：植物的绿叶里分布着大量叶绿体，叶绿体是光合作用发生的地方，内部含有叶绿素分子和酶，能利用二氧化碳和光能进行光合作用，合成糖类有机物质，并释放氧气。糖类有机物质供植物自身生长，氧气则通过叶子的气孔释放到空气中。

(2) 文中大量运用了比喻和拟人的修辞手法。标题中的plant既代表真正的植物，也暗指一个充满活力和生机的工厂，使用了比喻手法的同时也构成了双关。文中细胞被比作了工厂的车间，叶绿体则被比作了车间内的工人。光合作用的过程被描述成为工人工作的过程。

### 2. It means a lot to animals and humans, though – they need it to breathe!

不过，它对动物和人类来说意义重大——他们需要它来呼吸！

句中though用作副词，意为“可是，不过，然而”，用于为前面的句子增加对比或转折性的信息，常常被用在句子末尾。例如：

It sounds like a lot of fun. Isn't it very difficult though? 听上去很有趣，可是这不是很困难吗？

I didn't get the job. I learnt a lot, though. 我没有得到这个工作，但是我学到了很多。

### 3. They will take a rest.

他们将要休息了。

take a rest意为“休息”。例如：

I'm going upstairs to take a rest. 我要上楼去休息了。

### 4. They give more than food and oxygen.

它们提供的不仅是食物和氧气。

句中more than意为“不仅仅，超过”，用来强调植物对自然界的重要性。例如：

She is more than a friend to me. She is family. 对我来说，她不仅仅是朋友，还是家人。

### 5. What's your cup of tea?

你最喜欢的茶是什么？

one's cup of tea多用于口语，意为“某人感兴趣的东西或对胃口的事物”。标题中的cup of tea使用了双关的修辞手法，既可以指一杯茶，也可以指感兴趣的生活方式和文化。例如：

Jazz isn't my cup of tea. 我对爵士乐不感兴趣。

Reading novels is my cup of tea. 我喜欢看小说。

### 6. It is not only good for our health, but also a key part of many cultures.

它不仅对我们的健康有益，也是许多文化中的重要部分。

not only... but also...意为“不仅……而且……”，是表达并列关系的句型，用于强调两个或多个并列的信息或事实。例如：  
Shakespeare was not only a writer but also an actor.

Shakespeare不仅是个作家，还是个演员。

## Language notes

She not only studies hard in class, but also reads many books after class. 她不仅课上努力学习，课后还读很多书。

### 7. In Chengdu, we have as many teahouses as leaves in a cup of tea!

**成都的茶馆数量就如同一杯茶中的茶叶那么多！**

as many as 意为“和……一样多”。句中的 as many teahouses as leaves in a cup of tea 是一种夸张的比喻，意在突出成都的茶馆数量极多。类似的用法还有：

In the library, there are as many books as stars in the sky. 图书馆里的书就像天上的星星那么多。

### 8. Most of my classmates prefer coffee, but I will always choose green tea.

**我的大多数同学都更喜欢喝咖啡，但我总会选择绿茶。**

prefer 意为“更喜欢，喜欢……多于……”，后面通常跟名词、代词或动名词。prefer 常与 to 搭配构成 prefer A to B 的结构，表示“相比 B，更喜欢 A”。例如：

I prefer milk to coffee in the morning. 相比咖啡，我早上更喜欢喝牛奶。

She prefers going to the library to staying at home. 相比待在家里，她更喜欢去图书馆。

### 9. It's no secret that Brits love afternoon tea.

**众所周知，英国人喜欢下午茶。**

it's no secret that... 是固定句型，意为“众所周知……，……不是秘密”，强调某事物是公开的，毫无疑问的。例如：

It's no secret that exercise is good for our health. 众所周知，运动对我们的健康有益。

It's no secret that we live in a digital age. 众所周知，我们生活在一个数字时代。

## Unit 6

### 1. They just knock around – for the whole morning!

它们就这样飞来飞去 —— 飞了整整一上午!

(1) knock around 意为“悠闲地度过”，常指在没有明确目标或计划的情况下闲逛、消磨时光。例如：

Last Sunday, Jack knocked around town with his friends.  
上周日，Jack 和朋友们一起在城里闲逛。

(2) 句中破折号用于对前面的句子 They just knock around 进行补充说明，增强强调的意味，表示耗费了大量时间。

### 2. They leave droppings here and there.

到处都是它们的粪便。

here and there 意为“到处，各处”。例如：

There are flowers here and there in the city. 城市里到处都是花。  
He left books here and there in the room. 他的书在房间里扔得到处都是。

### 3. I'd better go and watch them again...

我最好再去观察一下它们……

had better 意为“最好”（had 可缩略为 'd，与前一个单词连写），用于提出建议。注意：had better 后面一般跟动词原形。例如：  
You'd better go now if you want to take the bus. 如果你想搭公共汽车，最好现在就出发。

I'd better go and get ready. 我最好还是去准备一下。

### 4. Maybe I was wrong about pigeons.

也许我之前对鸽子的认识是错误的。

be wrong about... 意为“搞错……”。例如：

I think I'm wrong about this situation. 我想我对这个局面的判断是错的。

I was wrong about the new worker. He's not from Germany.  
我把那个新来的工人的情况搞错了，他不是从德国来的。



### 5. You may think I'm just a character in *Alice's Adventures in Wonderland*.

你可能认为我只是《爱丽丝漫游奇境记》中的一个角色。

《爱丽丝漫游奇境记》是一部经典儿童文学作品，讲述了主人公 Alice 在她的梦境中跟随一只兔子来到一个奇异的世界，遇上了各种奇特的生物，并进行了一系列冒险。渡渡鸟是故事中的一个角色，但在现实中渡渡鸟已经灭绝。

### 6. Actually, there used to be thousands of us – for real.

实际上，我们曾经有成千上万只——真的。

(1) used to... 意为“过去曾经……”，后跟动词原形，表示过去的习惯或者常态，但是现在已经不存在。例如：

Jimmy used to live here. Jimmy 曾经住在这里。（现在不住在这里了）

(2) for real 意为“真正地，确实地，认真地”，常用于口语，以强调所描述的事情是真实的。例如：

This is not a joke. I am for real. 这不是开玩笑。我是认真的。

### 7. What a peaceful and safe life!

多么平静安稳的生活啊！

(1) 本句是 what 引导的感叹句，其基本的句子结构是 What + a / an + 形容词 + 可数名词单数 + 主语 + 谓语！例如：

What a clever boy he is! 他是个多么聪明的男孩啊！

(2) 与 how 引导的感叹句相比，what 引导的感叹句主要强调名词，因此句型中 what 后面一般跟的是 (a / an + ) 形容词 + 名词；而 how 引导的感叹句主要强调程度，因此句型中 how 后面一般跟的是形容词或副词。例如：

What a beautiful song you sing! 你唱的歌真好听！

What a lovely flower it is! 多美的一朵花啊！

How beautifully you sing! 你唱得多么好听呀！

How lovely the flower is! 这朵花真美啊！

## 8. What's more, their pigs, cats and dogs ate our eggs.

**而且，他们的猪、猫和狗吃掉了我们的蛋。**

what's more意为“而且，此外”，用于引出更多重要的信息。常见于列举观点、论据或事实，而且下一个观点通常更为重要或有更大的影响。例如：

She's a hard worker and, what's more, she's very gifted. 她非常努力，而且极其有才华。

The hotel has a very beautiful view by the sea. What's more, it's very cheap. 这个酒店海景很美，而且价格非常便宜。

## 9. As a result, we soon died out.

**因此，我们很快就灭绝了。**

(1) as a result意为“因此”，表示后一句话是前一句话导致的结果或者造成的影响。例如：

He hurt his leg. As a result, he didn't take part in the football match. 他伤了腿。因此，他没有参加这次足球比赛。

(2) die out意为“灭绝，消失”。例如：

This animal died out millions of years ago. 这种动物在几百万年前就灭绝了。

## 10. Make them as happy as a clam, not as dead as a dodo.

**让它们快乐如蛤蜊，而不是像渡渡鸟一样遭遇灭顶之灾。**

(1) as happy as a clam是一个英文习语，省略了后面的at high water(涨潮)，意为“非常高兴的，相当满足的”。比喻像涨潮时的蛤蜊一样快乐，因为海水退潮时蛤蜊很容易被捕食，到了涨潮时则无须担心。

(2) as dead as a dodo也是一个英文习语，意为“彻底死亡；已经失效；不再使用”，常用于表示一件事毫无意义。这个习语的由来便是渡渡鸟的灭绝。

## Starter

### 可数名词和不可数名词

#### 1. 可数名词

可数名词是可以计数的单个的物体、人、想法等的名称。可数名词可以和 a / an 以及数字连用；它们有复数形式。

an orange 一个橘子

a boy 一个男孩

six oranges 六个橘子

three boys 三个男孩

大多数可数名词的复数形式变化可通过在其单数形式后加 -s 或 -es 实现。

| 规则                                 | 示例                                                |
|------------------------------------|---------------------------------------------------|
| 一般情况下，名词后直接加 -s                    | shops, desks, bags                                |
| 以字母 s, x, ch, sh 结尾的名词，直接加 -es     | buses, boxes, watches, brushes                    |
| 以辅音字母 +y 结尾的名词，变 y 为 i，然后加 -es     | babies, cities, stories                           |
| 以字母 o 结尾的名词，直接加 -es 或 -s           | tomatoes, heroes, radios, photos,<br>zoos, pianos |
| 以字母 f / fe 结尾的名词，一般将 f / fe 变成 ves | life – lives, knife – knives,<br>leaf – leaves    |

同时，还应注意一些不规则变化，如：man – men, woman – women, foot – feet, tooth – teeth, child – children 等。

有些单词单复数同形，如：fish, deer, sheep, Chinese, Japanese 等。

#### 2. 不可数名词

不可数名词是通常不能看成单个个体的材料、液体等的名称。不可数名词通常不与 a / an 连用，也不和数字连用，大部分是单数，没有复数形式。

water 水（不能说：a water, two waters）

wool 羊毛（不能说：a wool, two wools）

weather 天气（不能说：a weather, two weathers）

## 基数词和冠词

### 1. 基数词

基数词指表示数目的词。

基本的基数词有 1 到 10 (one, two, three, four, five, six, seven, eight, nine, ten), 11 到 19 (eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen), 20 (twenty), 30 (thirty), 40 (forty), 50 (fifty), 60 (sixty), 70 (seventy), 80 (eighty), 90 (ninety), 100 (a hundred) 和 1000 (a thousand)。

### 2. 冠词

冠词不能单独使用，常用于名词的开头。冠词有两种：定冠词 the 和不定冠词 a / an。表示双方都知道所指的内容，名词前用 the。例如：

Do you like the movie? 你喜欢那部电影吗？

Take the books to the classroom. 把这些书带到教室。

表示其中一方不知道所指的内容，则单数可数名词前用 a / an，复数名词或不可数名词前用零冠词。例如：

I have a lovely cat. 我有一只可爱的猫。

She is afraid of tigers. 她害怕老虎。

## 一般现在时

一般现在时用于表示永久性的情况，或经常发生或一直（不只是现在）发生的情况。例如：

The sun rises in the east. 太阳从东方升起。

He plays basketball two times a week. 他每周打两次篮球。

一般现在时的用法中，动词需要根据人称和名词单复数的形式进行变化。当主语为名词单数或第三人称单数时，谓语动词需要相应变成单数形式。例如：

This small car runs very fast. 这辆小汽车跑得很快。

A good book is a good friend. 好书如挚友。

He cleans the room every day. 他每天都打扫房间。

It is a good idea. 这是个好主意。



## Guide to the language use

单数第三人称动词形式变化规则如下:

| 规则                              | 示例                                        |
|---------------------------------|-------------------------------------------|
| 一般情况下, 动词后直接加-s                 | stands, looks, speaks                     |
| 以字母s, x, z, ch, sh结尾的动词, 直接加-es | guesses, fixes, buzzes, catches, finishes |
| 以辅音字母+y结尾的动词, 变y为i, 然后加-es      | flies, tries, worries, copies             |
| 特殊变化                            | have – has, go – goes, do – does, be – is |

### 一般将来时

will do sth 结构表示将来要发生的事, 也可表示请求、允诺、同意等。

be going to do sth 结构表示打算做某事或即将发生某事。表示即将发生的事情时, 两个结构通常可以互换使用。例如:

He **will / is going to** visit his friend this weekend. 他这周末要去拜访他的朋友。

It **will / is going to** be a sunny day tomorrow. 明天会是晴天。

### there be 句型的用法

There is / are + 某人 / 某物 + 某地 结构表示某地有某人或某物。在这一结构中, there 起到先行主语的作用, 没有具体的词义。谓语动词 be 后的名词或名词短语是真正的主语, 谓语动词的单复数形式需与主语保持一致。例如:

There is a computer in my room. 我的房间里有一台电脑。

There are 20 desks in our classroom. 我们教室里有20张桌子。

在 there be 句型中，如果有并列主语，往往根据第一个主语的单复数来确定谓语动词 be 的形式。例如：

There is a pen and two books on the desk. 桌子上有一支钢笔和两本书。

There are two chairs and a bed in my bedroom. 我的卧室里有两把椅子和一张床。

如果要表达某地没有某物或某人，或者询问什么地方是否有某物或某人时，就要用到 there be 句型的否定和疑问形式。在 there be 句型中，从句法结构上讲 there 为主语，所以其疑问形式是将 be 提至 there 之前，构成 is there / are there 的句式，而否定形式是在 be 后面加 not (可以缩写)。

| 肯定句                                        | 否定句                                          | 疑问句                                       | 回答                                   |
|--------------------------------------------|----------------------------------------------|-------------------------------------------|--------------------------------------|
| There is a computer on the desk.           | There isn't a computer on the desk.          | Is there a computer on the desk?          | Yes, there is.<br>No, there isn't.   |
| There is some food on the table.           | There isn't any food on the table.           | Is there any food on the table?           | Yes, there is.<br>No, there isn't.   |
| There are some students in the playground. | There aren't any students in the playground. | Are there any students in the playground? | Yes, there are.<br>No, there aren't. |

注意：there is / are 用于表示现在某个地方有某物或某人时，所表示的物或人都是泛指，而非特指。例如：

There is some water in the bottle. 瓶子里有些水。

There are many students in the classroom. 教室里有很多学生。

### 简单句的基本句型

接下来我们一起复习一下几种基本句型。请大家特别注意句子中动词的用法。

#### 1. 主语 + 系动词 + 表语

| 主语          | 系动词 | 表语           |
|-------------|-----|--------------|
| These books | are | interesting. |
| He          | is  | smart.       |

#### 2. 主语 + 谓语（不及物动词）

| 主语        | 谓语        |
|-----------|-----------|
| The class | begins.   |
| I         | will try. |

#### 3. 主语 + 谓语（及物动词）+ 宾语

| 主语        | 谓语         | 宾语                |
|-----------|------------|-------------------|
| I         | want       | a delicious cake. |
| My father | loves      | music.            |
| We        | need       | some flowers.     |
| She       | will write | a story.          |

## 形容词的基本形式

形容词是词类的一种，主要用来描写或修饰名词或代词，表示人或事物的性质、状态、特征或属性，常用作定语，也可作表语或补语。

### 一、形容词大体可以分为下面几类：

|         |                                           |
|---------|-------------------------------------------|
| 品质形容词   | happy, healthy, quiet, angry, clean...    |
| 类属形容词   | local, real, right, daily...              |
| 颜色形容词   | black, blue, brown, green...              |
| 强调形容词   | perfect, true, complete...                |
| -ing形容词 | amazing, exciting, interesting, boring... |
| -ed形容词  | excited, interested, bored...             |

### 二、形容词的基本形式：

英文中表达比较时会用到形容词的**比较级**（表示“比较……”）和**最高级**（表示“最……”），与之相对的形容词本身称为**原级**。例如：

| 原级       | 比较级          | 最高级          |
|----------|--------------|--------------|
| high 高的  | higher 比较高的  | highest 最高的  |
| warm 暖和的 | warmer 比较暖和的 | warmest 最暖和的 |
| cold 冷的  | colder 比较冷的  | coldest 最冷的  |



## Unit 1

### 人称代词和物主代词

#### 1. 人称代词

##### (1) 主格与宾格的区分

人称代词在句中作主语时用主格形式，作宾语和表语时一般用宾格形式。例如：

**We** all make mistakes. 我们每个人都会犯错。

**He** doesn't believe **me**. 他不相信我。

—Who is **it**? 是谁？

—It's **me**. 是我。

另外，宾格代词（特别是 **me**）可以作主语。主格代词一般不单独使用，也不用于带 **not** 的简短回答中，这些情况下往往用宾格代词。例如：

—Who wants a ride on my bike? 谁想骑我的自行车？

—**Me!** / Not **me!** 我！ / 我不想！

##### (2) **it** 的用法

**it** 除用来指代人和事物外，还可以用来表示时间、天气、距离等。例如：

It's 12 o'clock now. 现在是 12 点。

It's a fine day today. 今天天气不错。

It's 20 km from here. ( 那儿 ) 离这儿 20 公里。

##### (3) 人称代词的顺序

当多个人称代词并用时，英语中人称代词的排列顺序与汉语不同。汉语中喜欢说“你、我、他 / 她”，而英语中通常要说 **you, he / she and I**，复数人称代词的排列顺序是 **we, you and they**。

## 2. 物主代词

物主代词可以分为形容词性物主代词和名词性物主代词。它们有什么区别呢？让我们来看一下。

### (1) 形容词性物主代词起形容词的作用，用在名词前。例如：

Is this your football? 这是你的足球吗？

Are my crayons there too? 我的蜡笔也在那里吗？

### (2) 名词性物主代词起名词的作用。为了避免重复使用名词，我们经常用名词性物主代词来代替“形容词性物主代词 + 名词”的形式。例如：

Look at the two pencils. The red one is yours (= your pencil) and the blue one is mine (= my pencil). 看这两支铅笔。红的是你的，蓝的是我的。

让我们再来看一些例句：

May I use your pen? Yours works better. 我可以用一下你的钢笔吗？你的更好用。

Is this your book or mine? 这本书是你的还是我的？

最后让我们一起总结一下英语中的物主代词：

| 人称   |                |    | 物主代词  |        |
|------|----------------|----|-------|--------|
|      |                |    | 形容词性  | 名词性    |
| 第一人称 | 单数：我的          |    | my    | mine   |
|      | 复数：我们的         |    | our   | ours   |
| 第二人称 | 单数：你的          |    | your  | yours  |
|      | 复数：你们的         |    |       |        |
| 第三人称 | 单数             | 他的 | his   | his    |
|      |                | 她的 | her   | hers   |
|      |                | 它的 | its   | its    |
|      | 复数：他们的/她们的/它们的 |    | their | theirs |

## Unit 2

### 一般现在时

#### 1. be 动词的一般现在时

如果有人问你的年龄、身份或者现在的身体状况，你会怎么说呢？你可以说：

I am 12 years old. 我 12 岁了。

I am a student. 我是一名学生。

I am very well. 我身体很好。

这几句谈论的都是现在的状态，可以用 be 动词的一般现在时表达。注意系动词 be 的形式随主语的不同而有所变化。变化形式为：

|                 |     |
|-----------------|-----|
| I               | am  |
| He / She / It   | is  |
| We / You / They | are |

be 动词的一般现在时否定句式的构成是在 be 后直接加 not ( 可以缩写 )，其一般疑问句式是把 be 提至句首。其变化形式可以归纳如下：

|                     | 肯定句                                                   | 否定句                                                                                 | 疑问句                                                   |
|---------------------|-------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------|
| I                   | I am Chinese.                                         | I am not Chinese.                                                                   | Am I Chinese?                                         |
| He /<br>She /<br>It | He / She is an<br>English boy / girl.<br>It is cheap. | He / She is not<br>(isn't) an English<br>boy / girl.<br>It is not (isn't)<br>cheap. | Is he / she an<br>English boy / girl?<br>Is it cheap? |

|       | 肯定句            | 否定句                   | 疑问句            |
|-------|----------------|-----------------------|----------------|
| We /  | We are from    | We are not (aren't)   | Are we from    |
| You / | America.       | from America.         | America?       |
| They  | You are a good | You are not (aren't)  | Are you a good |
|       | boy.           | a good boy.           | boy?           |
|       | They are our   | They are not          | Are they our   |
|       | friends.       | (aren't) our friends. | friends?       |

一般说来，在一般现在时的表达中，be 动词可以用于以下几种情况：

1) be + 形容词

I am very happy. 我很幸福。

He is very kind. 他人非常好。

The fruit is very fresh. 这水果很新鲜。

2) be + 名词

Mr Wang is our English teacher. 王先生是我们的英语老师。

They are our friends. 他们是我们的朋友。

He is a very clever boy. 他是个非常聪明的男孩。

3) be + 介词短语

The book is on the desk. 书在桌子上。

She is at home. 她现在在家。

Are they from America? 他们是美国人吗？

4) be + 副词

Class is over. 下课了。

We are off now. Thanks for the meal! 我们要走了。谢谢款待！

The cat is here. 猫在这里。

## 2. 行为动词的一般现在时

请看下面几个与同学们日常生活相关的句子：

We go to school every day. 我们每天去上学。

We clean our classroom after class. 下课后我们打扫教室。

Sometimes we play football in the playground. 有时我们在操场上踢足球。



## Guide to the language use

这几个句子所谈论的都是平时经常发生的事情。表达这种经常性或习惯性的动作，就要使用一般现在时。

如果表示的是现在的状态，也可以用一般现在时。例如：

I know him very well. 我和他很熟。

I like English very much. 我非常喜欢英语。

第一人称和第二人称的一般现在时的谓语动词没有形式的变化，否定形式一般是在谓语动词前加 do not ( don't )。例如：

We go to school from Monday to Friday. We do not ( don't ) go to school at the weekend.

我们周一到周五上学，周末不上学。

I don't go to school on Sunday. I go to the park on Sunday.

我周日不上学，去公园。

单数第三人称行为动词一般现在时的肯定形式是在谓语动词后加 -s 或 -es，否定形式是在动词前加 does not ( doesn't )。要注意单数第三人称否定形式中谓语动词要还原为原形，试比较其肯定与否定形式中行为动词形式的变化：

肯定：He gets up very early. 他起床很早。

否定：He doesn't get up very early. 他起床不是很早。

如果要询问某人是否经常做某事，我们采用下列表达方式：

– Does he play the piano every day? 他每天都练钢琴吗？

– No, he doesn't. 不，他不是。

– Does she go to school by bike? 她骑自行车上学吗？

– Yes, she does. 是的，她是。

– Does it eat meat? 它吃肉吗？

– No, it doesn't. 不，它不吃。

从以上的例子可以看出，单数第三人称行为动词一般现在时的疑问形式是在句首加助动词 does，后面的谓语动词用动词原形。

单数第三人称行为动词一般现在时的各种句式变化总结如下：

| 肯定句                         | 否定句                                           | 疑问句                             | 回答                                 |
|-----------------------------|-----------------------------------------------|---------------------------------|------------------------------------|
| He speaks good English.     | He does not (doesn't) speak good English.     | Does he speak good English?     | Yes, he does.<br>No, he doesn't.   |
| She lives in the city.      | She does not (doesn't) live in the city.      | Does she live in the city?      | Yes, she does.<br>No, she doesn't. |
| The panda comes from China. | The panda does not (doesn't) come from China. | Does the panda come from China? | Yes, it does.<br>No, it doesn't.   |

综观以上句子，我们了解了如何询问某人是否经常做某事。那么，如果询问如何做某事、在什么地方做某事等应如何表达呢？首先请看以下例句：

How do I write my homework on the computer? 我如何在电脑上写作业？

Where do I write the name? 我在什么地方写名字？

When do you use a computer? 你什么时候使用电脑？

从上面的句子我们可以看出，在询问方式、地点或时间等时，把表示方式、地点或时间等的疑问词置于句首，后面句子的结构顺序与一般疑问句式的一致。

Unit 3

名词的所有格

名词的所有格一般采用名词后加’s 的形式，如 a child’s dream, someone’s bag; 以-s 结尾的复数名词的所有格直接加’ 即可，如 the boys’ schoolbags。所有格表示的是所属关系，采用’s 结构的多为有生命的名词。如果是无生命的名词，多采用“of + 名词”的结构表达。例如：

- the window of the house 房子的窗户
- the end of the year 年末
- the gate of our school 我们学校的大门

注意，a friend of my father’s 与 my father’s friend 的含义不同，前者含有“我父亲有不止一个朋友”的意思，而后者没有这一含义。

Unit 4

频度副词

在英文中用来表示动作频率的词被称为“频度副词”。常见的频度副词包括：always, usually, often, sometimes, never 等。这些频度副词所代表的频率大小，可参考下图：

| 频度副词的比较      |             |             |
|--------------|-------------|-------------|
| always 总是    | <div></div> | 100 %       |
| usually 通常   | <div></div> | 80 % — 90 % |
| often 经常     | <div></div> | 50 % — 70 % |
| sometimes 有时 | <div></div> | 20 % — 40 % |
| never 从不     | <div></div> | 0 %         |

在句子中，频度副词一般位于系动词、助动词、情态动词之后，或行为动词之前。

1) 在系动词之后。例如：

She is usually very busy. 她通常很忙。

2) 在助动词之后。例如：

I will never forget this holiday. 我永远不会忘记这个假期。

3) 在情态动词之后。例如：

You should always go to school on time. 你应该总是按时上学。

4) 在行为动词之前。例如：

We often go to the cinema. 我们经常去电影院看电影。

sometimes可放在句首、句中或句末，often也可放在句末。例如：

Sometimes she calls me. / She calls me sometimes. 她有时候给我打电话。

She calls me often. 她经常给我打电话。

如果句子中有两个助动词，频度副词通常放在第一个助动词后面。例如：

We have never been given the chance to talk to him. 我们从未得到过与他对话的机会。

## Unit 5

### 一般将来时: be going to / will

#### 1. be going to

如果想表达自己打算做某事、计划做某事或者有意做某事，可以用 be going to do sth 的结构，例如：

I'm going to check my email this evening. 我打算今天晚上查看电子邮件。

He is going to have a piano lesson this weekend. 他这个周末有堂钢琴课。



## Guide to the language use

They are going to have a picnic this weekend. 他们这个周末会去野餐。  
be going to 在句中一般用在其他动词之前。be going to 的肯定、否定和一般疑问句及其答句形式，参见下表：

| 肯定句                                    | 否定句                                       | 一般疑问句                                 | 回答                                       |
|----------------------------------------|-------------------------------------------|---------------------------------------|------------------------------------------|
| I am going to visit the museum.        | I am not going to visit the museum.       | Am I going to visit the museum?       | Yes, I am.<br>No, I'm not.               |
| You are going to the park tomorrow.    | You are not going to the park tomorrow.   | Are you going to the park tomorrow?   | Yes, you are.<br>No, you aren't.         |
| He / She is going to buy some clothes. | He / She is not going to buy any clothes. | Is he / she going to buy any clothes? | Yes, he / she is.<br>No, he / she isn't. |
| It is going to rain.                   | It is not going to rain.                  | Is it going to rain?                  | Yes, it is.<br>No, it isn't.             |
| We are going to have a picnic.         | We are not going to have a picnic.        | Are we going to have a picnic?        | Yes, we are.<br>No, we aren't.           |
| They are going to have a party.        | They are not going to have a party.       | Are they going to have a party?       | Yes, they are.<br>No, they aren't.       |

如果要询问某人在将来某一段时间打算做什么，一般要说：

What is he going to do this afternoon? 他今天下午要做什么？

What are you going to do this weekend? 你这个周末要做什么？

What are they going to do this evening? 他们今天晚上要做什么？

根据询问的具体情况，可以在句首加不同的疑问词，例如：

When is Helen going to visit her granddaughter in China? Helen  
什么时候去中国看望她的孙女？

Where is he going to have his birthday party? 他要在哪里办生日  
聚会？

如果表示计划到某地去，由于谓语动词 go 与 going 重复，一般可以只说 “be going to + 地点”，例如：

We are going to Hong Kong for a holiday. 我们要去香港度假。

They are going to China for a visit. 他们要出访中国。

## 2. will

如果我们想描述未来的事情或表达对将来的预测等，该采用什么方式呢？

我们可以用 “will + 动词原形” 来表达，例如：

There will be a robot in every family in the future. 将来每个家庭  
都会有一个机器人。

Planes will be very large, so flying will be very cheap. 飞机将会  
很大，所以坐飞机会很便宜。

It will probably be hot all year. 很可能一整年都很热。

从以上例句可以看出，will 不随人称和主语的单复数变化而变化。如果要表达 “将来不会 ……” ，就要用其否定形式，可以在 will 后直接加 not，构成 will not，或缩略为 won't。例如：

Students will study on the internet. They won't use books. 学生  
将在网上学习。他们将不使用书了。

The teachers won't write on the blackboard with chalk. 老师将  
不会再用粉笔在黑板上写字了。

如果询问将来的事，我们就要用其疑问句形式。一般疑问句是把 will 提到句首，例如：

Will students go to school in the future? 将来学生还会上学吗？

Will there be robot teachers in school? 将来学校里会有机器人教  
师吗？

Will people do all things on the internet? 人们会在互联网上做所  
有事情吗？

## Guide to the language use

下面我们将 will 的肯定、否定和一般疑问句及其答句形式总结如下：

| 肯定句                                    | 否定句                                                | 一般疑问句                                  | 回答                                         |
|----------------------------------------|----------------------------------------------------|----------------------------------------|--------------------------------------------|
| I will have many presents.             | I will not (won't) have many presents.             | Will I have many presents?             | Yes, I will.<br>No, I won't.               |
| You will write a book.                 | You will not (won't) write a book.                 | Will you write a book?                 | Yes, you will.<br>No, you won't.           |
| He / She will do exciting jobs.        | He / She will not (won't) do exciting jobs.        | Will he / she do exciting jobs?        | Yes, he / she will.<br>No, he / she won't. |
| It will happen.                        | It will not (won't) happen.                        | Will it happen?                        | Yes, it will.<br>No, it won't.             |
| We will win.                           | We will not (won't) win.                           | Will we win?                           | Yes, we will.<br>No, we won't.             |
| They will do heavy work.               | They will not (won't) do heavy work.               | Will they do heavy work?               | Yes, they will.<br>No, they won't.         |
| There will be a robot in every family. | There will not (won't) be a robot in every family. | Will there be a robot in every family? | Yes, there will.<br>No, there won't.       |

will 的特殊疑问句结构为“疑问词 + will + 主语 + 谓语 ( + 宾语 )”。

例如：

When will you come? 你什么时候来？

Where will they go for a trip? 他们会去哪里旅行？

## Unit 6

### 现在进行时

如果要表达现在正在做的事情该用什么句式呢？动词有没有什么变化？首先让我们来看几个例子：

Tony is eating a delicious ice cream. Tony正在吃一个美味的冰激凌。

Daming is having lunch. 大明正在吃午饭。

We are playing football. 我们正在踢足球。

以上例子都用了现在进行时表示正在做的事情。可以看出，现在进行时采用be + 动词-ing的形式。其中be的变化与之前学过的be随人称变化而变化的规律一样，动词-ing形式的变化规律如下表所示：

| 规则                                                           | 示例                                                |
|--------------------------------------------------------------|---------------------------------------------------|
| 一般情况下，动词后直接加-ing                                             | working, buying, visiting, talking, saying        |
| 一般情况下，以字母e结尾的动词，去掉e，然后加-ing                                  | taking, having, leaving, driving, writing, making |
| 以辅音字母 + 元音字母 + 辅音字母的重读闭音节结尾的动词，如果末尾只有一个辅音字母，双写这个辅音字母，然后加-ing | stopping, shopping, sitting, getting              |
| 特殊变化                                                         | lie – lying                                       |



## Guide to the language use

既然在谓语部分用了 be，结合前面的例句我们不难得出：现在进行时的肯定和否定形式构成与我们学过的 be 的相关句式构成是一样的，如下表所示：

| 肯定句                             | 否定句                                          |
|---------------------------------|----------------------------------------------|
| I am writing a letter.          | I am not writing a letter.                   |
| He / She is listening to music. | He / She is not (isn't) listening to music.  |
| We are enjoying our trip.       | We are not (aren't) enjoying our trip.       |
| They are talking to each other. | They are not (aren't) talking to each other. |

如果要询问对方是否在做某事，或是询问对方在做什么，我们要采用现在进行时的疑问句形式。根据现在进行时的构成特点，其一般疑问句采用如下表达方式：

Is she doing her homework? 她在做作业吗？

Are you listening to music? 你（们）在听音乐吗？

Are they learning English? 他们在学习英语吗？

其回答方式也与含有动词 be 的疑问句式的回答一样，如下表所示：

| 疑问句                                            | 回答                                              |
|------------------------------------------------|-------------------------------------------------|
| Is she cleaning the house?                     | Yes, she is.<br>No, she isn't.                  |
| Are you getting ready for the Spring Festival? | Yes, I am / we are.<br>No, I'm not / we aren't. |

| 疑问句                           | 回答                                 |
|-------------------------------|------------------------------------|
| Are they sweeping the floor?  | Yes, they are.<br>No, they aren't. |
| Are the boys making lanterns? | Yes, they are.<br>No, they aren't. |

如果要问对方在做什么，我们可以这样说：

What are you doing? 你（们）在做什么？

问其他人在做什么：

What are they doing? 他们在做什么？

What is he doing? 他在做什么？

## Words and expressions

### Starter

|                                                       |   |                                                                      |    |
|-------------------------------------------------------|---|----------------------------------------------------------------------|----|
| <b>ready</b> /'redi/ <i>adj.</i> 准备好 ( 做某事 ) 的        | 3 | <b>each other</b> 互相, 彼此                                             | 9  |
| <b>textbook</b> /'tekstbuk/ <i>n.</i> 教科书, 教材, 课本     | 3 | <b>everyone</b> /'evriwʌn/ <i>pron.</i> 每个人, 人人                      | 9  |
| <b>eraser</b> /'reɪzə/ <i>n.</i> 橡皮                   | 3 | <b>explore</b> /ɪk'splɔ:/ <i>v.</i> 探索; 探讨, 探究                       | 9  |
| <b>junior high</b> 初级中学                               | 3 | <b>fun</b> /fʌn/ <i>n.</i> 乐趣                                        | 9  |
| <b>geography</b> /dʒi'ɒɡrəfi/ <i>n.</i> 地理            | 4 | <b>introduce</b> /,ɪntrə'dju:s/ <i>v.</i> 介绍                         | 9  |
| <b>biology</b> /baɪ'ɒlədʒi/ <i>n.</i> 生物              | 4 | <b>yourself</b> /jɔ:'self/ <i>pron.</i> ( <i>pl.</i> yourselves) 你自己 | 9  |
| <b>history</b> /'hɪstəri/ <i>n.</i> 历史                | 4 | <b>hobby</b> /'hɒbi/ <i>n.</i> 业余爱好, 嗜好                              | 9  |
| <b>grey</b> /ɡreɪ/ <i>adj.</i> 灰色的                    | 5 | <b>a bit</b> 有点儿, 稍微                                                 | 10 |
| <b>jacket</b> /'dʒækɪt/ <i>n.</i> 夹克, 短上衣             | 5 | <b>nervous</b> /'nɜ:vəs/ <i>adj.</i> 神经紧张的; 焦虑不安的                    | 10 |
| <b>red scarf</b> 红领巾                                  | 5 | <b>join</b> /dʒɔɪn/ <i>v.</i> 成为……的一员, 加入                            | 13 |
| <b>T-shirt</b> /'ti:ʃɜ:t/ <i>n.</i> T恤衫, 短袖运动衫        | 5 | <b>team</b> /ti:m/ <i>n.</i> ( 游戏或体育比赛的 ) 队                          | 13 |
| <b>uniform</b> /'ju:nəfɔ:m/ <i>n.</i> 制服              | 5 | <b>take part in</b> 参加, 参与                                           | 13 |
| <b>school uniform</b> 校服                              | 5 |                                                                      |    |
| <b>of course</b> 当然                                   | 5 |                                                                      |    |
| <b>forget</b> /fə'get/ <i>v.</i> 忘记, 遗忘               | 5 |                                                                      |    |
| <b>teaching building</b> 教学楼                          | 6 |                                                                      |    |
| <b>dining hall</b> 食堂                                 | 6 |                                                                      |    |
| <b>together</b> /tə'geðə/ <i>adv.</i> 一起, 共同, 一齐, 一块儿 | 6 |                                                                      |    |
| <b>lab</b> /læb/ <i>n.</i> 实验室                        | 6 |                                                                      |    |
| <b>start</b> /stɑ:t/ <i>v.</i> 开始                     | 8 |                                                                      |    |

### Unit 1

|                                               |    |
|-----------------------------------------------|----|
| <b>without</b> /wɪð'aʊt/ <i>prep.</i> 缺乏, 没有  | 16 |
| <b>sentence</b> /'sentəns/ <i>n.</i> 句子       | 17 |
| <b>point out</b> 指出, 指明                       | 17 |
| <b>mistake</b> /mə'steɪk/ <i>n.</i> 错误        | 17 |
| <b>polite</b> /pə'laɪt/ <i>adj.</i> 有礼貌的, 客气的 | 17 |
| <b>mind</b> /maɪnd/ <i>n.</i> 头脑; 思想, 思维      | 17 |

注: 加粗词汇为义务教育英语课程标准三级词汇。

|                                                       |    |                                                        |    |
|-------------------------------------------------------|----|--------------------------------------------------------|----|
| <b>hers</b> /hɜːz/ <i>pron.</i> 她的                    | 17 | <b>thought</b> /θɔːt/ <i>n.</i> 意见, 主意, 观点             | 24 |
| <b>dry</b> /draɪ/ <i>adj.</i> 干的, 干燥的                 | 17 | <b>life</b> /laɪf/ <i>n.</i> 生活                        | 25 |
| <b>meaning</b> /ˈmiːnɪŋ/ <i>n.</i> 意义, 意思, 含义         | 17 | <b>primary school</b> 小学                               | 25 |
| <b>fact</b> /fækt/ <i>n.</i> 事实; 真相                   | 17 | <b>pool</b> /puːl/ <i>n.</i> 水塘, 水洼                    | 25 |
| in fact 事实上                                           | 17 | <b>protect</b> /prəˈtekt/ <i>v.</i> 保护; 防护             | 25 |
| <b>need</b> /niːd/ <i>v.</i> 需要                       | 17 | <b>wind</b> /wɪnd/ <i>n.</i> 风                         | 25 |
| <b>remember</b> /rɪˈmembə/ <i>v.</i> 记住, 记得           | 17 | <b>wide</b> /waɪd/ <i>adj.</i> 宽的, 宽阔的                 | 25 |
| <b>really</b> /ˈriːli/ <i>adv.</i> 确实地, 的确            | 17 | <b>sail</b> /seɪl/ <i>v.</i> 驾驶 ( 船只 )                 | 25 |
| <b>important</b> /ɪmˈpɔːtənt/ <i>adj.</i> 重要的, 重大的    | 17 | <b>through</b> /θruː/ <i>prep.</i> 从一端至另一端, 穿过, 通过     | 25 |
| <b>plan</b> /plæn/ <i>v.</i> 计划                       | 21 | <b>storm</b> /stɔːm/ <i>n.</i> 暴风雨 ( 雪 )               | 25 |
| <b>problem</b> /ˈprɒbləm/ <i>n.</i> 问题, 难题; 困难        | 22 | <b>towards</b> /təˈwɔːdz/ <i>prep.</i> 向着, 朝着 ( 某个方向 ) | 25 |
| <b>homework</b> /ˈhəʊmwɜːk/ <i>n.</i> 家庭作业, 功课        | 22 | <b>hope</b> /həʊp/ <i>v.</i> 希望, 期望, 指望                | 25 |
| <b>task</b> /tɑːsk/ <i>n.</i> 工作, 任务                  | 23 | <div>Unit 2</div>                                      |    |
| <b>project</b> /ˈprɒdʒekt/ <i>n.</i> ( 学校的 ) 课题, 研究项目 | 23 |                                                        |    |
| <b>advice</b> /ədˈvaɪs/ <i>n.</i> 意见, 建议; 忠告, 劝告      | 23 | <b>rock music</b> 摇滚乐                                  | 32 |
| <b>journey</b> /ˈdʒɜːni/ <i>n.</i> 旅行, 旅程; 历程, 过程     | 24 | <b>electric</b> /ɪˈlektrɪk/ <i>adj.</i> 用电的; 电动的       | 32 |
| <b>something</b> /ˈsʌmθɪŋ/ <i>pron.</i> 某物; 某事; 某些东西  | 24 | <b>guitar</b> /ɡɪˈtɑː/ <i>n.</i> 吉他                    | 32 |
|                                                       |    | <b>band</b> /bænd/ <i>n.</i> 乐队, 乐团                    | 32 |
|                                                       |    | <b>sound</b> /saʊnd/ <i>n.</i> 声音                      | 32 |
|                                                       |    | <b>different</b> /ˈdɪfərənt/ <i>adj.</i> 不同的, 不一样的     | 32 |

## Words and expressions

|                                                   |    |                                               |    |
|---------------------------------------------------|----|-----------------------------------------------|----|
| <b>suddenly</b> /'sʌdnli/ <i>adv.</i> 突然,         |    | <b>high</b> /haɪ/ <i>adj.</i> 高的              | 39 |
| 突如其来地                                             | 33 | <b>nature</b> /'neɪtʃə/ <i>n.</i> 大自然, 自然界    | 39 |
| <b>hit</b> /hɪt/ <i>v.</i> 使(某人)突然意识到             | 33 | <b>adventure</b> /əd'ventʃə/ <i>n.</i> 历险; 奇遇 | 41 |
| <b>rush</b> /rʌʃ/ <i>v.</i> 冲, 奔                  | 33 | <b>awake</b> /ə'weɪk/ <i>adj.</i> 醒着的         | 40 |
| <b>festival</b> /'festəvəl/ <i>n.</i> (电影、戏剧、     |    | <b>midnight</b> /'mɪdnait/ <i>n.</i> 午夜       | 40 |
| 音乐等的)节, 节庆, 汇演                                    | 33 | <b>appear</b> /ə'piə/ <i>v.</i> (尤指突然)出现,     |    |
| <b>decide</b> /dɪ'saɪd/ <i>v.</i> 决定              | 33 | 呈现                                            | 40 |
| <b>practice</b> /'præktɪs/ <i>n.</i> 练习           | 33 | <b>heart</b> /hɑ:t/ <i>n.</i> 心(脏)            | 40 |
| <b>stage</b> /steɪdʒ/ <i>n.</i> 舞台                | 33 | <b>almost</b> /'ɔ:lməʊst/ <i>adv.</i> 几乎, 差不多 | 40 |
| <b>nod</b> /nɒd/ <i>v.</i> 点头                     | 33 | <b>tap</b> /tæp/ <i>v.</i> (用手指)轻拍, 轻叩,       |    |
| <b>instrument</b> /'ɪnstəmənt/ <i>n.</i> 乐器       | 33 | 轻敲                                            | 40 |
| <b>everybody</b> /'evrɪbɒdi/ <i>pron.</i> 每个人,    |    | <b>shake</b> /ʃeɪk/ <i>v.</i> 摇动              | 40 |
| 人人                                                | 33 | <b>classmate</b> /'klɑ:smeɪt/ <i>n.</i> 同班同学  | 40 |
| <b>smile</b> /smaɪl/ <i>n.</i> 笑容                 |    | <b>lonely</b> /'ləʊnli/ <i>adj.</i> 孤单的, 寂寞的  | 40 |
| <i>v.</i> 微笑                                      | 33 | <b>magic</b> /'mædʒɪk/ <i>adj.</i> 有魔力的,      |    |
| <b>enjoy</b> /ɪn'dʒɔɪ/ <i>v.</i> 喜欢; 享受……的        |    | 神奇的                                           | 40 |
| 乐趣                                                | 33 | <b>joy</b> /dʒɔɪ/ <i>n.</i> 欢欣, 愉快, 喜悦        | 40 |
| <b>skate</b> /sket/ <i>v.</i> 滑冰, 溜冰              | 35 | <b>notebook</b> /'nəʊtbʊk/ <i>n.</i> 笔记本      | 41 |
| <b>club</b> /klʌb/ <i>n.</i> 俱乐部                  | 35 | <b>shelf</b> /ʃelf/ <i>n.</i> 搁板, 架子          | 41 |
| <b>volleyball</b> /'vɒlibɔ:l/ <i>n.</i> 排球(运动)    | 35 | <b>leave</b> /li:v/ <i>v.</i> 离开              | 41 |
| <b>traditional</b> /trə'dɪʃənəl/ <i>adj.</i> 传统的; |    | <b>page</b> /peɪdʒ/ <i>n.</i> (书、报纸、文件等的)     |    |
| 习俗的; 惯例的                                          | 35 | 页, 面                                          | 41 |
| <b>paper-cutting</b> 剪纸                           | 35 | <b>ending</b> /'endɪŋ/ <i>n.</i> (故事、电影、      |    |
| <b>hold</b> /həʊld/ <i>v.</i> 握住, 抓住; 抱住          | 38 | 活动等的)结局, 结尾                                   | 41 |
| <b>ground</b> /graʊnd/ <i>n.</i> 地, 地面            | 39 |                                               |    |
| <b>weak</b> /wi:k/ <i>adj.</i> 虚弱的, 不强壮的          | 39 |                                               |    |



## Unit 3

|                                                                     |    |
|---------------------------------------------------------------------|----|
| <b>silent</b> / <sup>1</sup> sailənt/ <i>adj.</i> 不作声的              | 48 |
| <b>along</b> /ə <sup>1</sup> lɒŋ/ <i>prep.</i> 顺着, 沿着               | 48 |
| <b>mountain</b> / <sup>1</sup> maʊntɪn/ <i>n.</i> 高山, 山岳            | 48 |
| <b>road</b> /rəʊd/ <i>n.</i> 路, 道路, 公路                              | 48 |
| <b>handsome</b> / <sup>1</sup> hænsəm/ <i>adj.</i> (男子)<br>英俊的, 漂亮的 | 48 |
| <b>strict</b> /strikt/ <i>adj.</i> 严格的, 严厉的                         | 48 |
| <b>follow</b> / <sup>1</sup> fɒləʊ/ <i>v.</i> 跟着, 跟随                | 48 |
| <b>postman</b> / <sup>1</sup> pəʊstmən/ <i>n.</i> 邮递员, 邮差           | 48 |
| <b>touching</b> / <sup>1</sup> tʌtʃɪŋ/ <i>adj.</i> 感人的, 动人的         | 48 |
| <b>son</b> /sʌn/ <i>n.</i> 儿子                                       | 48 |
| <b>serve</b> /sɜ:v/ <i>v.</i> 为……工作; 供职                             | 48 |
| <b>area</b> / <sup>1</sup> eəriə/ <i>n.</i> (国家, 市镇等的)<br>地区, 区域    | 48 |
| <b>absent</b> / <sup>1</sup> æbsənt/ <i>adj.</i> 不在的, 缺席的           | 48 |
| <b>seldom</b> / <sup>1</sup> seldəm/ <i>adv.</i> 很少, 罕见,<br>不常      | 48 |
| <b>position</b> /pə <sup>1</sup> zɪʃən/ <i>n.</i> 职位, 职务            | 48 |
| <b>carry</b> / <sup>1</sup> kæri/ <i>v.</i> 把(某物或某人)带至<br>(新的地点或位置) | 49 |
| <b>across</b> /ə <sup>1</sup> krɒs/ <i>prep.</i> 从一边到另一边;<br>穿过     | 49 |
| <b>memory</b> / <sup>1</sup> meməri/ <i>n.</i> 记忆, 回忆               | 49 |
| <b>tear</b> /tɪə/ <i>n.</i> 眼泪, 泪水                                  | 49 |

|                                                                             |          |
|-----------------------------------------------------------------------------|----------|
| <b>growth</b> /grəʊθ/ <i>n.</i> (性格、智力或<br>情感的)发展, 成长                       | 49       |
| <b>hide</b> /haɪd/ <i>v.</i> 把……藏起来, 隐藏                                     | 49       |
| <b>care</b> /keə/ <i>n.</i> 关心                                              | 49       |
| <b>hug</b> /hʌg/ <i>n.</i> 拥抱                                               | 49       |
| <b>kiss</b> /kɪs/ <i>n.</i> 吻                                               | 49       |
| <b>marry</b> / <sup>1</sup> mæri/ <i>v.</i> 结婚; 娶; 嫁                        | 51       |
| <b>queen</b> /kwɪ:n/ <i>n.</i> 女王                                           | 53       |
| <b>pick up</b> 搭载, 接载                                                       | 53       |
| <b>actress</b> / <sup>1</sup> æktrɪs/ <i>n.</i> 女演员                         | 54       |
| <b>change</b> /tʃeɪndʒ/ <i>v.</i> 换(衣服)                                     | 55       |
| <b>race</b> /reɪs/ <i>v.</i> 比赛<br><i>n.</i> 比赛                             | 56<br>57 |
| <b>serious</b> / <sup>1</sup> sɪəriəs/ <i>adj.</i> 严重的                      | 56       |
| <b>disease</b> /dɪ <sup>1</sup> zi:z/ <i>n.</i> 疾病, 病                       | 56       |
| <b>stay</b> /steɪ/ <i>v.</i> 停留, 逗留, 留下                                     | 56       |
| <b>trailer</b> / <sup>1</sup> treɪlə/ <i>n.</i> 拖车, 挂车                      | 56       |
| <b>pull</b> /pʊl/ <i>v.</i> 拉; 扯; 拖                                         | 56       |
| <b>bright</b> /braɪt/ <i>adj.</i> 欢快的; 充满生气的                                | 56       |
| <b>refuse</b> /rɪ <sup>1</sup> fju:z/ <i>v.</i> 拒绝, 回绝                      | 57       |
| <b>result</b> /rɪ <sup>1</sup> zʌlt/ <i>n.</i> 结果, 后果                       | 57       |
| <b>matter</b> / <sup>1</sup> mætə/ <i>v.</i> (尤指对某人自己或<br>对发生之事)重要, 要紧, 有关系 | 57       |
| <b>power</b> / <sup>1</sup> pauə/ <i>v.</i> 给(车辆或机器)<br>提供动力                | 57       |

## Words and expressions

### Unit 4

|                                           |    |                                                      |    |
|-------------------------------------------|----|------------------------------------------------------|----|
| unusual /ʌn'ju:ʒuəl/ <i>adj.</i> 不平常的     | 64 | Christmas /'krɪsməs/ <i>n.</i> 圣诞节<br>( 期间 )         | 70 |
| university /'ju:nə'vɜ:səti/ <i>n.</i> 大学  | 64 | waste /weɪst/ <i>n.</i> 废料, 废弃物                      | 70 |
| treat /tri:t/ <i>v.</i> 请客, 款待, 招待        | 64 | throw away 扔掉, 丢弃                                    | 70 |
| realise /'ri:əlaɪz/ <i>v.</i> 知道; 明白; 认识到 | 64 | pollution /pə'lju:ʃən/ <i>n.</i> 污染                  | 70 |
| dumpling /'dʌmplɪŋ/ <i>n.</i> 水饺          | 64 | plastic /'plæstɪk/ <i>adj.</i> 塑料制的                  | 70 |
| whole /həʊl/ <i>adj.</i> 整个的, 全部的         | 64 | celebrate /'seləbreɪt/ <i>v.</i> 庆祝                  | 70 |
| cucumber /'kju:kʌmbə/ <i>n.</i> 黄瓜        | 64 | meal /mi:l/ <i>n.</i> 一餐; 饭                          | 71 |
| hang /hæŋ/ <i>v.</i> 悬挂                   | 65 | duty /'dju:ti/ <i>n.</i> 职责, 义务                      | 72 |
| balloon /bə'lʊ:n/ <i>n.</i> 气球            | 65 | shine /ʃaɪn/ <i>v.</i> 发光, 发亮                        | 73 |
| lantern /'læntən/ <i>n.</i> 灯笼; 提灯        | 65 | usually /'ju:ʒuəli/ <i>adv.</i> 通常地; 惯常地             | 72 |
| dish /dɪʃ/ <i>n.</i> ( 烹制好的 ) 菜肴,<br>一道菜  | 65 | break /breɪk/ <i>n.</i> 中断, 暂停                       | 72 |
| joke /dʒəʊk/ <i>v.</i> 说笑话; 开玩笑           | 65 | emergency /'ɪmə:dʒənsi/ <i>n.</i> 紧急情况,<br>不测事件      | 72 |
| against the law 违法                        | 65 | miss /mɪs/ <i>v.</i> 错过                              | 72 |
| shocked /ʃɒkt/ <i>adj.</i> 吃惊的, 震惊的       | 65 | thirsty /'θɜ:sti/ <i>adj.</i> 渴的, 口渴的                | 72 |
| laugh /lɑ:f/ <i>v.</i> 发出笑声, ( 大 ) 笑      | 65 | challenge /'tʃæləndʒ/ <i>n.</i> 挑战,<br>具有挑战性的事物      | 72 |
| pork /pɔ:k/ <i>n.</i> 猪肉                  | 65 | patient /'peɪʃənt/ <i>n.</i> 病人, 患者                  | 72 |
| round /raʊnd/ <i>adj.</i> 圆形的, 环形的        | 65 | situation /ˌsɪtʃu'eɪʃən/ <i>n.</i> 形势, 情况,<br>状况, 局面 | 72 |
| shape /ʃeɪp/ <i>n.</i> 形, 形状, 外形          | 65 | regret /rɪ'ɡret/ <i>v.</i> 后悔 ( 做了某事 );<br>对 …… 感到遗憾 | 73 |
| reunion /ri:'ju:njən/ <i>n.</i> 团圆, 团聚    | 65 | decision /dɪ'sɪʒən/ <i>n.</i> 决定, 抉择                 | 73 |
| piece /pi:s/ <i>n.</i> 块; 片; 段; 截         | 65 | support /sə'pɔ:t/ <i>n.</i> 支持                       | 73 |
| knife /naɪf/ <i>n.</i> 刀                  | 65 |                                                      |    |
| smell /smel/ <i>n.</i> 气味                 | 65 |                                                      |    |
| fill /fɪl/ <i>v.</i> 弥漫, 充满               | 65 |                                                      |    |

|                                                            |    |                                                       |    |
|------------------------------------------------------------|----|-------------------------------------------------------|----|
| <b>medical</b> /'medɪkəl/ <i>adj.</i> 医学的;<br>医疗的          | 73 | <b>oxygen</b> /'ɒksɪdʒən/ <i>n.</i> 氧                 | 81 |
| <b>firework</b> /'faɪəwɜ:k/ <i>n.</i> 烟火, 烟花               | 73 | <b>human</b> /'hju:mən/ <i>n.</i> 人类; 人               | 81 |
| <b>Unit 5</b>                                              |    | <b>though</b> /ðəʊ/ <i>adv.</i> 可是, 不过, 然而            | 81 |
| <b>within</b> /wɪð'ɪn/ <i>prep.</i> 在( 建筑或<br>地区 ) 里       | 80 | <b>breathe</b> /bri:ð/ <i>v.</i> 呼吸                   | 81 |
| <b>quarter</b> /'kwɔ:tə/ <i>n.</i> 一刻钟,<br>十五分钟            | 81 | <b>soon</b> /su:n/ <i>adv.</i> 不久, 即刻, 很快             | 81 |
| <b>workshop</b> /'wɜ:kʃɒp/ <i>n.</i> 车间, 工场                | 81 | <b>dark</b> /dɑ:k/ <i>adj.</i> 昏暗的; 黑暗的               | 81 |
| <b>leaf</b> /li:f/ <i>n.</i> 叶, 叶子                         | 81 | <b>rest</b> /rest/ <i>n.</i> 休息( 时间 )                 | 81 |
| <b>each</b> /i:tʃ/ <i>det.</i> ( 两个或两个以上<br>物或人中的 ) 每个, 各  | 81 | <b>natural</b> /'nætʃərəl/ <i>adj.</i> 自然的,<br>天然的    | 81 |
| <b>collect</b> /kə'lekt/ <i>v.</i> 收集, 采集;<br>使集中          | 81 | <b>seed</b> /si:d/ <i>n.</i> 种子, 籽                    | 83 |
| <b>root</b> /ru:t/ <i>n.</i> 根                             | 81 | <b>grow</b> /grəʊ/ <i>v.</i> 生长                       | 83 |
| <b>send</b> /send/ <i>v.</i> 送出, 发出                        | 81 | <b>part</b> /pɑ:t/ <i>n.</i> 部分                       | 83 |
| <b>rise</b> /raɪz/ <i>v.</i> 升高, 上升                        | 81 | <b>rainforest</b> /'reɪnfɔ:st/ <i>n.</i> ( 热带 ) 雨林    | 83 |
| <b>stem</b> /stem/ <i>n.</i> ( 植物的 ) 茎, 梗, 柄               | 81 | <b>culture</b> /'kʌltʃə/ <i>n.</i> 文化                 | 85 |
| <b>mix</b> /mɪks/ <i>v.</i> ( 使 ) 混合                       | 81 | <b>corn silk</b> 玉米须                                  | 87 |
| <b>produce</b> /prə'dju:s/ <i>v.</i> ( 自然地 ) 生产,<br>产生, 出产 | 81 | <b>health</b> /helθ/ <i>n.</i> 健康( 状况 )               | 87 |
| <b>sugar</b> /'ʃʊgə/ <i>n.</i> 糖                           | 81 | <b>rose</b> /rəʊz/ <i>n.</i> 玫瑰; 蔷薇                   | 87 |
| <b>product</b> /'prɒdʌkt/ <i>n.</i> ( 自然过程或<br>化学反应的 ) 生成物 | 81 | <b>cotton</b> /'kɒtn/ <i>n.</i> 棉花                    | 87 |
|                                                            |    | <b>bamboo</b> /'bæm'bu:/ <i>n.</i> 竹, 竹子              | 87 |
|                                                            |    | <b>popular</b> /'pɒpjələ/ <i>adj.</i> 受大众喜爱的,<br>受欢迎的 | 88 |
|                                                            |    | <b>key</b> /ki:/ <i>adj.</i> 至关重要的;<br>必不可少的          | 88 |
|                                                            |    | <b>news</b> /nju:z/ <i>n.</i> 消息                      | 89 |
|                                                            |    | <b>prefer</b> /prɪ'fɜ:/ <i>v.</i> 更喜欢                 | 89 |
|                                                            |    | <b>coffee</b> /'kɒfi/ <i>n.</i> 咖啡                    | 89 |

## Words and expressions

|                                                |    |                                                 |     |
|------------------------------------------------|----|-------------------------------------------------|-----|
| <b>secret</b> /'si:krit/ <i>n.</i> 秘密          | 89 | <b>recognise</b> /'rekəgnaɪz/ <i>v.</i> 认出; 认识; |     |
| <b>husband</b> /'hʌzbənd/ <i>n.</i> 丈夫         | 89 | 辨认出                                             | 97  |
| <b>adult</b> /'ædʌlt/ <i>n.</i> 成人, 成年人        | 89 | <b>themselves</b> /ðəm'selvz/ <i>pron.</i> 它们   |     |
| <b>weekend</b> /'wi:k'end/ <i>n.</i> 周末        | 89 | 自己; 他们自己; 她们自己                                  | 97  |
| <b>chat</b> /tʃæt/ <i>v.</i> 闲聊, 闲谈, 聊天        | 89 | <b>mirror</b> /'mɪrə/ <i>n.</i> 镜子              | 97  |
| <b>relax</b> /rɪ'læks/ <i>v.</i> 放松, 休息        | 89 | <b>itself</b> /ɪt'self/ <i>pron.</i> 自己, 自身     | 97  |
| <b>yard</b> /jɑ:d/ <i>n.</i> 庭院                | 89 | <b>maybe</b> /'meɪbi/ <i>adv.</i> 也许, 大概,       |     |
| <b>biscuit</b> /'bɪskɪt/ <i>n.</i> 饼干          | 89 | 可能                                              | 97  |
| <b>connect</b> /kə'nekt/ <i>v.</i> 沟通; 连接      | 89 | <b>several</b> /'sevərəl/ <i>det.</i> 几个, 数个,   |     |
|                                                |    | 一些                                              | 97  |
|                                                |    | <b>kilometre</b> /'kɪlə'mɪ:tə/ <i>n.</i> 千米, 公里 | 97  |
|                                                |    | <b>get lost</b> 迷路                              | 97  |
|                                                |    | <b>speed</b> /spi:d/ <i>n.</i> 速度, 速率           | 97  |
|                                                |    | <b>amazing</b> /ə'meɪzɪŋ/ <i>adj.</i> 惊人的;      |     |
|                                                |    | 了不起的                                            | 97  |
|                                                |    | <b>enough</b> /ɪ'nʌf/ <i>pron.</i> 足够           | 97  |
|                                                |    | <b>beaver</b> /'bi:və/ <i>n.</i> 河狸, 海狸         | 99  |
|                                                |    | <b>wolf</b> /wʊlf/ <i>n.</i> 狼                  | 99  |
|                                                |    | <b>engineer</b> /'endʒə'nɪə/ <i>n.</i> 工程师;     |     |
|                                                |    | 设计师                                             | 99  |
|                                                |    | <b>hero</b> /'hɪərəʊ/ <i>n.</i> 英雄              | 101 |
|                                                |    | <b>rescue</b> /'reskju:/ <i>n.</i> 营救, 救援       | 102 |
|                                                |    | <b>earthquake</b> /'ɜ:θkweɪk/ <i>n.</i> 地震      | 102 |
|                                                |    | <b>missing</b> /'mɪsɪŋ/ <i>adj.</i> 找不到的        | 102 |
|                                                |    | <b>save</b> /seɪv/ <i>v.</i> 救, 拯救, 挽救          | 102 |
| <b>Unit 6</b>                                  |    |                                                 |     |
| <b>pigeon</b> /'pɪdʒɪn/ <i>n.</i> 鸽子           | 96 |                                                 |     |
| <b>surprise</b> /sə'praɪz/ <i>n.</i> 意想不到的事    | 96 |                                                 |     |
| <b>knock around</b> (在某处) 悠闲地度过                | 96 |                                                 |     |
| <b>droppings</b> /'drɒpɪŋz/ <i>n.</i> (兽或鸟的) 粪 | 96 |                                                 |     |
| <b>boring</b> /'bɔ:ɪŋ/ <i>adj.</i> 无趣的, 无聊的,   |    |                                                 |     |
| 乏味的                                            | 96 |                                                 |     |
| <b>feed</b> /fi:d/ <i>v.</i> 喂养, 饲养,           |    |                                                 |     |
| 给……食物                                          | 96 |                                                 |     |
| <b>madly</b> /'mædli/ <i>adv.</i> 发狂地;         |    |                                                 |     |
| 无法控制地                                          | 96 |                                                 |     |
| <b>scary</b> /'skeəri/ <i>adj.</i> 可怕的, 骇人的,   |    |                                                 |     |
| 恐怖的                                            | 96 |                                                 |     |
| <b>research</b> /rɪ'sɜ:tʃ/ <i>n.</i> 研究, 调查    | 97 |                                                 |     |

|                                               |     |                                                |     |
|-----------------------------------------------|-----|------------------------------------------------|-----|
| <b>dead</b> /ded/ <i>adj.</i> 死的, 去世的         | 104 | <b>peaceful</b> /'pi:sfəl/ <i>adj.</i> 和平的,    |     |
| <b>dodo</b> /'dəʊdəʊ/ <i>n.</i> 渡渡鸟           | 105 | 非暴力的                                           | 104 |
| as dead as a dodo 彻底死亡                        | 104 | <b>arrive</b> /ə'raɪv/ <i>v.</i> 到达, 抵达        | 105 |
| <b>character</b> /'kærəktə/ <i>n.</i> ( 书、剧本、 |     | <b>forest</b> /'fɒrɪst/ <i>n.</i> 森林, 林区       | 105 |
| 电影中的 ) 人物, 角色                                 | 104 | <b>hunt</b> /hʌnt/ <i>v.</i> 打猎; 猎杀            | 105 |
| <b>museum</b> /mju:'ziəm/ <i>n.</i> 博物馆,      |     | die out 消失; 绝迹, 灭绝                             | 105 |
| 博物院                                           | 104 | <b>full</b> /fʊl/ <i>adj.</i> 满的; 满是 …… 的      | 105 |
| <b>island</b> /'aɪlənd/ <i>n.</i> 岛, 岛屿       | 104 | <b>fantastic</b> /fæn'tæstɪk/ <i>adj.</i> 极好的, |     |
| <b>ocean</b> /'əʊʃən/ <i>n.</i> 海洋, 大海        | 104 | 吸引人的, 有趣的                                      | 105 |
| <b>plenty</b> /'plenti/ <i>pron.</i> 丰富, 充足,  |     | as happy as a clam 非常高兴的,                      |     |
| 众多, 大量                                        | 104 | 相当满足的                                          | 105 |
| <b>friendly</b> /'frendli/ <i>adj.</i> 友好的,   |     |                                                |     |
| 友善的                                           | 104 |                                                |     |



## Proper nouns

### Names

|                            |    |
|----------------------------|----|
| Confucius /kən'fju:ʃəs/ 孔子 | 17 |
| Mencius /'menʃiəs/ 孟子      | 17 |
| Jack /dʒæk/ 杰克             | 19 |
| Mia /'mi:ə/ 米娅             | 24 |
| Emma /'emə/ 埃玛             | 40 |
| Oliver /'ɒləvə/ 奥利弗        | 40 |
| Eric /'erɪk/ 埃里克           | 51 |
| Tania /'tæniə/ 塔妮娅         | 51 |
| Mary /'meəri/ 玛丽           | 51 |
| Jim /dʒɪm/ 吉姆              | 51 |
| Josh /dʒɒʃ/ 乔希             | 51 |
| Dorothy /'dɒrəθi/ 多萝西      | 51 |
| Catherine /'kæθərɪn/ 凯瑟琳   | 51 |
| Nick /nɪk/ 尼克              | 51 |
| Tony /'təʊni/ 托尼           | 51 |
| Tina /'ti:nə/ 蒂娜           | 54 |
| John /dʒɒn/ 约翰             | 56 |
| Robert /'rɒbət/ 罗伯特        | 56 |
| Taylor /'teɪlə/ 泰勒         | 56 |
| Emilia /ə'mi:liə/ 埃米莉亚     | 64 |
| Jones /dʒəʊnz/ 琼斯          | 89 |

## Places

|                                |     |
|--------------------------------|-----|
| Great Bear Rainforest 大熊雨林     | 83  |
| Canada /'kænədə/ 加拿大           | 83  |
| Mexico /'meksəkəʊ/ 墨西哥         | 85  |
| the Indian /'ɪndiən/ Ocean 印度洋 | 104 |

## Others

|                                                        |     |
|--------------------------------------------------------|-----|
| ethics /'eθɪks/ and the rule /ru:l/ of law /lɔ:/ 道德与法治 | 4   |
| students' union 学生会                                    | 22  |
| Beijing opera /'bɛpərə/ 京剧                             | 32  |
| Dragon Boat Festival 端午节                               | 67  |
| Double Fifth Festival 重午节                              | 67  |
| lunar /'lu:nə/ month 太阴月；朔望月                           | 67  |
| dragon boat race 龙舟比赛                                  | 67  |
| <i>Alice's Adventures in Wonderland</i> 《爱丽丝漫游奇境记》     | 104 |

# Vocabulary

## A

|                                                     |     |
|-----------------------------------------------------|-----|
| <b>absent</b> /'æbsənt/ <i>adj.</i> 不在的, 缺席的        | 48  |
| <b>a bit</b> 有点儿, 稍微                                | 10  |
| <b>across</b> /ə'krɒs/ <i>prep.</i> 从一边到另一边;<br>穿过  | 49  |
| <b>actress</b> /'æktrɪs/ <i>n.</i> 女演员              | 54  |
| <b>adult</b> /'ædʌlt/ <i>n.</i> 成人, 成年人             | 89  |
| <b>adventure</b> /əd'ventʃə/ <i>n.</i> 历险; 奇遇       | 41  |
| <b>advice</b> /əd'vaɪs/ <i>n.</i> 意见, 建议;<br>忠告, 劝告 | 23  |
| <b>against the law</b> 违法                           | 65  |
| <b>almost</b> /'ɔ:lməʊst/ <i>adv.</i> 几乎, 差不多       | 40  |
| <b>along</b> /ə'lɒŋ/ <i>prep.</i> 顺着, 沿着            | 48  |
| <b>amazing</b> /ə'meɪzɪŋ/ <i>adj.</i> 惊人的;<br>了不起的  | 97  |
| <b>appear</b> /ə'pɪə/ <i>v.</i> (尤指突然) 出现,<br>呈现    | 40  |
| <b>area</b> /'eəriə/ <i>n.</i> (国家, 市镇等的)<br>地区, 区域 | 48  |
| <b>arrive</b> /ə'raɪv/ <i>v.</i> 到达, 抵达             | 105 |
| <b>as dead as a dodo</b> 彻底死亡                       | 104 |
| <b>as happy as a clam</b> 非常高兴的,<br>相当满足的           | 105 |
| <b>awake</b> /ə'weɪk/ <i>adj.</i> 醒着的               | 40  |

## B

|                                                     |    |
|-----------------------------------------------------|----|
| <b>balloon</b> /bə'lu:n/ <i>n.</i> 气球               | 65 |
| <b>bamboo</b> /'bæm'bu: / <i>n.</i> 竹, 竹子           | 87 |
| <b>band</b> /bænd/ <i>n.</i> 乐队, 乐团                 | 32 |
| <b>beaver</b> /'bi:və/ <i>n.</i> 河狸, 海狸             | 99 |
| <b>biology</b> /baɪ'ɒlədʒi/ <i>n.</i> 生物            | 4  |
| <b>biscuit</b> /'bɪskɪt/ <i>n.</i> 饼干               | 89 |
| <b>boring</b> /'bɔ:ɪŋ/ <i>adj.</i> 无趣的, 无聊的,<br>乏味的 | 96 |
| <b>break</b> /breɪk/ <i>n.</i> 中断, 暂停               | 72 |
| <b>breathe</b> /bri:ð/ <i>v.</i> 呼吸                 | 81 |
| <b>bright</b> /braɪt/ <i>adj.</i> 欢快的; 充满生气的        | 56 |

## C

|                                                             |     |
|-------------------------------------------------------------|-----|
| <b>care</b> /keə/ <i>n.</i> 关心                              | 49  |
| <b>carry</b> /'kæri/ <i>v.</i> 把(某物或某人)带至<br>(新的地点或位置)      | 49  |
| <b>celebrate</b> /'seləbreɪt/ <i>v.</i> 庆祝                  | 70  |
| <b>challenge</b> /'tʃæləndʒ/ <i>n.</i> 挑战,<br>具有挑战性的事物      | 72  |
| <b>change</b> /tʃeɪndʒ/ <i>v.</i> 换(衣服)                     | 55  |
| <b>character</b> /'kærəktə/ <i>n.</i> (书、剧本、<br>电影中的)人物, 角色 | 104 |

|                                                     |    |
|-----------------------------------------------------|----|
| <b>chat</b> /tʃæt/ <i>v.</i> 闲聊, 闲谈, 聊天             | 89 |
| <b>Christmas</b> /ˈkrɪsməs/ <i>n.</i> 圣诞节<br>( 期间 ) | 70 |
| <b>classmate</b> /ˈkla:smet/ <i>n.</i> 同班同学         | 40 |
| <b>club</b> /klʌb/ <i>n.</i> 俱乐部                    | 35 |
| <b>coffee</b> /ˈkɒfi/ <i>n.</i> 咖啡                  | 89 |
| <b>collect</b> /kəˈlekt/ <i>v.</i> 收集, 采集;<br>使集中   | 81 |
| <b>connect</b> /kəˈnekt/ <i>v.</i> 沟通; 连接           | 89 |
| <b>corn silk</b> 玉米须                                | 87 |
| <b>cotton</b> /ˈkɒtn/ <i>n.</i> 棉花                  | 87 |
| <b>cucumber</b> /ˈkju:kʌmbə/ <i>n.</i> 黄瓜           | 64 |
| <b>culture</b> /ˈkʌltʃə/ <i>n.</i> 文化               | 85 |

## D

|                                                       |     |
|-------------------------------------------------------|-----|
| <b>dark</b> /dɑ:k/ <i>adj.</i> 昏暗的; 黑暗的               | 81  |
| <b>dead</b> /ded/ <i>adj.</i> 死的, 去世的                 | 104 |
| <b>decide</b> /dɪˈsaɪd/ <i>v.</i> 决定                  | 33  |
| <b>decision</b> /dɪˈsɪʒən/ <i>n.</i> 决定, 抉择           | 73  |
| <b>die out</b> 消失; 绝迹, 灭绝                             | 105 |
| <b>different</b> /ˈdɪfərənt/ <i>adj.</i> 不同的,<br>不一样的 | 32  |
| <b>dining hall</b> 食堂                                 | 6   |
| <b>disease</b> /dɪˈzi:z/ <i>n.</i> 疾病, 病              | 56  |

|                                                  |     |
|--------------------------------------------------|-----|
| <b>dish</b> /dɪʃ/ <i>n.</i> ( 烹制好的 ) 菜肴,<br>一道菜  | 65  |
| <b>dodo</b> /ˈdəʊdəʊ/ <i>n.</i> 渡渡鸟              | 105 |
| <b>droppings</b> /ˈdrɒpɪŋz/ <i>n.</i> ( 兽或鸟的 ) 粪 | 96  |
| <b>dry</b> /draɪ/ <i>adj.</i> 干的, 干燥的            | 17  |
| <b>dumpling</b> /ˈdʌmplɪŋ/ <i>n.</i> 水饺          | 64  |
| <b>duty</b> /ˈdju:ti/ <i>n.</i> 职责, 义务           | 72  |

## E

|                                                            |     |
|------------------------------------------------------------|-----|
| <b>each</b> /i:tʃ/ <i>det.</i> ( 两个或两个以上<br>物或人中的 ) 每个, 各  | 81  |
| <b>each other</b> 互相, 彼此                                   | 9   |
| <b>earthquake</b> /ˈɜ:θkweɪk/ <i>n.</i> 地震                 | 102 |
| <b>electric</b> /ɪˈlektɪk/ <i>adj.</i> 用电的; 电动的            | 32  |
| <b>emergency</b> /ɪˈmɜ:dʒənsi/ <i>n.</i> 紧急情况,<br>不测事件     | 72  |
| <b>ending</b> /ˈendɪŋ/ <i>n.</i> ( 故事、电影、<br>活动等的 ) 结局, 结尾 | 41  |
| <b>engineer</b> /ˌendʒəˈniə/ <i>n.</i> 工程师;<br>设计师         | 99  |
| <b>enjoy</b> /ɪnˈdʒɔɪ/ <i>v.</i> 喜欢; 享受……的<br>乐趣           | 33  |
| <b>enough</b> /ɪˈnʌf/ <i>pron.</i> 足够                      | 97  |
| <b>eraser</b> /ɪˈreɪzə/ <i>n.</i> 橡皮                       | 3   |

# Vocabulary

**everybody** /'evribɒdi/ *pron.* 每个人,

人人

33

**everyone** /'evriwʌn/ *pron.* 每个人,

人人

9

**explore** /ɪk'splɔ:/ *v.* 探索; 探讨, 探究 9

## F

**fantastic** /fæn'tæstɪk/ *adj.* 极好的,

吸引人的, 有趣的

105

**fact** /fækt/ *n.* 事实; 真相

17

**feed** /fi:d/ *v.* 喂养, 饲养,

给 …… 食物

96

**festival** /'festəvəl/ *n.* ( 电影、戏剧、

音乐等的 ) 节, 节庆, 汇演

33

**fill** /fɪl/ *v.* 弥漫, 充满

65

**firework** /'faɪəwɜ:k/ *n.* 烟火, 烟花

73

**follow** /'fɒləʊ/ *v.* 跟着, 跟随

48

**forest** /'fɒrɪst/ *n.* 森林, 林区

105

**forget** /fə'get/ *v.* 忘记, 遗忘

5

**friendly** /'frendli/ *adj.* 友好的,

友善的

104

**full** /fʊl/ *adj.* 满的; 满是 …… 的

105

**fun** /fʌn/ *n.* 乐趣

9

## G

**geography** /dʒi'ɒgrəfi/ *n.* 地理 4

**get lost** 迷路 97

**grey** /greɪ/ *adj.* 灰色的 5

**ground** /graʊnd/ *n.* 地, 地面 39

**grow** /grəʊ/ *v.* 生长 83

**growth** /grəʊθ/ *n.* ( 性格、智力或情感的 ) 发展, 成长 49

**guitar** /gɪ'tɑ:/ *n.* 吉他 32

## H

**handsome** /'hænsəm/ *adj.* ( 男子 )

英俊的, 漂亮的

48

**hang** /hæŋ/ *v.* 悬挂 65

**health** /helθ/ *n.* 健康 ( 状况 ) 87

**heart** /hɑ:t/ *n.* 心 ( 脏 ) 40

**hero** /'hɪərəʊ/ *n.* 英雄 101

**hers** /hɜ:z/ *pron.* 她的 17

**hide** /haɪd/ *v.* 把 …… 藏起来, 隐藏 49

**high** /haɪ/ *adj.* 高的 39

**history** /'hɪstəri/ *n.* 历史 4

**hit** /hɪt/ *v.* 使 ( 某人 ) 突然意识到 33

**hobby** /'hɒbi/ *n.* 业余爱好, 嗜好 9



|                                                |     |
|------------------------------------------------|-----|
| <b>hold</b> /həʊld/ <i>v.</i> 握住, 抓住; 抱住       | 38  |
| <b>homework</b> /'həʊmwɜ:k/ <i>n.</i> 家庭作业, 功课 | 22  |
| <b>hope</b> /həʊp/ <i>v.</i> 希望, 期望, 指望        | 25  |
| <b>hug</b> /hʌg/ <i>n.</i> 拥抱                  | 49  |
| <b>human</b> /'hju:mən/ <i>n.</i> 人类; 人        | 81  |
| <b>hunt</b> /hʌnt/ <i>v.</i> 打猎; 猎杀            | 105 |
| <b>husband</b> /'hʌzbənd/ <i>n.</i> 丈夫         | 89  |

## I

|                                                    |     |
|----------------------------------------------------|-----|
| <b>important</b> /ɪm'pɔ:tənt/ <i>adj.</i> 重要的, 重大的 | 17  |
| <b>in fact</b> 事实上                                 | 17  |
| <b>instrument</b> /'ɪnstrəmənt/ <i>n.</i> 乐器       | 33  |
| <b>introduce</b> /,ɪntrə'dju:s/ <i>v.</i> 介绍       | 9   |
| <b>island</b> /'aɪlənd/ <i>n.</i> 岛, 岛屿            | 104 |
| <b>itself</b> /ɪt'self/ <i>pron.</i> 自己, 自身        | 97  |

## J

|                                                   |    |
|---------------------------------------------------|----|
| <b>jacket</b> /'dʒækɪt/ <i>n.</i> 夹克, 短上衣         | 5  |
| <b>join</b> /dʒɔɪn/ <i>v.</i> 成为……的一员, 加入         | 13 |
| <b>joke</b> /dʒəʊk/ <i>v.</i> 说笑话; 开玩笑            | 65 |
| <b>journey</b> /'dʒɜ:ni/ <i>n.</i> 旅行, 旅程; 历程, 过程 | 24 |

|                                        |    |
|----------------------------------------|----|
| <b>joy</b> /dʒɔɪ/ <i>n.</i> 欢欣, 愉快, 喜悦 | 40 |
| <b>junior high</b> 初级中学                | 3  |

## K

|                                                 |    |
|-------------------------------------------------|----|
| <b>key</b> /ki:/ <i>adj.</i> 至关重要的; 必不可少的       | 88 |
| <b>kilometre</b> /'kɪlə'mi:tə/ <i>n.</i> 千米, 公里 | 97 |
| <b>kiss</b> /kɪs/ <i>n.</i> 吻                   | 49 |
| <b>knife</b> /naɪf/ <i>n.</i> 刀                 | 65 |
| <b>knock around</b> (在某处) 悠闲地度过                 | 96 |

## L

|                                              |    |
|----------------------------------------------|----|
| <b>lab</b> /læb/ <i>n.</i> 实验室               | 6  |
| <b>lantern</b> /'læntən/ <i>n.</i> 灯笼; 提灯    | 65 |
| <b>laugh</b> /lɑ:f/ <i>v.</i> 发出笑声, (大)笑     | 65 |
| <b>leaf</b> /li:f/ <i>n.</i> 叶, 叶子           | 81 |
| <b>leave</b> /li:v/ <i>v.</i> 离开             | 41 |
| <b>life</b> /laɪf/ <i>n.</i> 生活              | 25 |
| <b>lonely</b> /'ləʊnli/ <i>adj.</i> 孤单的, 寂寞的 | 40 |

## M

|                                              |    |
|----------------------------------------------|----|
| <b>madly</b> /'mædli/ <i>adv.</i> 发狂地; 无法控制地 | 96 |
|----------------------------------------------|----|

# Vocabulary

|                                                                   |     |
|-------------------------------------------------------------------|-----|
| <b>magic</b> /'mædʒɪk/ <i>adj.</i> 有魔力的,<br>神奇的                   | 40  |
| <b>marry</b> /'mæri/ <i>v.</i> 结婚; 娶; 嫁                           | 51  |
| <b>matter</b> /'mætə/ <i>v.</i> ( 尤指对某人自己或<br>对发生之事 ) 重要, 要紧, 有关系 | 57  |
| <b>maybe</b> /'meɪbi/ <i>adv.</i> 也许, 大概,<br>可能                   | 97  |
| <b>meal</b> /mi:l/ <i>n.</i> 一餐; 饭                                | 71  |
| <b>meaning</b> /'mi:niŋ/ <i>n.</i> 意义, 意思,<br>含义                  | 17  |
| <b>medical</b> /'medɪkəl/ <i>adj.</i> 医学的;<br>医疗的                 | 73  |
| <b>memory</b> /'meməri/ <i>n.</i> 记忆, 回忆                          | 49  |
| <b>midnight</b> /'mɪdnaɪt/ <i>n.</i> 午夜                           | 40  |
| <b>mind</b> /maɪnd/ <i>n.</i> 头脑; 思想, 思维                          | 17  |
| <b>mirror</b> /'mɪrə/ <i>n.</i> 镜子                                | 97  |
| <b>miss</b> /mɪs/ <i>v.</i> 错过                                    | 72  |
| <b>missing</b> /'mɪsɪŋ/ <i>adj.</i> 找不到的                          | 102 |
| <b>mistake</b> /mɪ'steɪk/ <i>n.</i> 错误                            | 17  |
| <b>mix</b> /mɪks/ <i>v.</i> ( 使 ) 混合                              | 81  |
| <b>mountain</b> /'maʊntɪn/ <i>n.</i> 高山, 山岳                       | 48  |
| <b>museum</b> /mju:'ziəm/ <i>n.</i> 博物馆,<br>博物院                   | 104 |

## N

|                                                      |    |
|------------------------------------------------------|----|
| <b>natural</b> /'nætʃərəl/ <i>adj.</i> 自然的,<br>天然的   | 81 |
| <b>nature</b> /'neɪtʃə/ <i>n.</i> 大自然, 自然界           | 39 |
| <b>need</b> /ni:d/ <i>v.</i> 需要                      | 17 |
| <b>nervous</b> /'nɜ:vəs/ <i>adj.</i> 神经紧张的;<br>焦虑不安的 | 10 |
| <b>news</b> /nju:z/ <i>n.</i> 消息                     | 89 |
| <b>nod</b> /nɒd/ <i>v.</i> 点头                        | 33 |
| <b>notebook</b> /'nəʊtbʊk/ <i>n.</i> 笔记本             | 41 |

## O

|                                        |     |
|----------------------------------------|-----|
| <b>ocean</b> /'əʊʃən/ <i>n.</i> 海洋, 大海 | 104 |
| <b>of course</b> 当然                    | 5   |
| <b>oxygen</b> /'ɒksɪdʒən/ <i>n.</i> 氧  | 81  |

## P

|                                                     |    |
|-----------------------------------------------------|----|
| <b>page</b> /peɪdʒ/ <i>n.</i> ( 书、报纸、文件等的 )<br>页, 面 | 41 |
| <b>paper-cutting</b> 剪纸                             | 35 |
| <b>part</b> /pɑ:t/ <i>n.</i> 部分                     | 83 |
| <b>patient</b> /'peɪʃənt/ <i>n.</i> 病人, 患者          | 72 |

|                                                 |     |
|-------------------------------------------------|-----|
| peaceful /'pi:sfəl/ <i>adj.</i> 和平的,<br>非暴力的    | 104 |
| pick up 搭载, 接载                                  | 53  |
| piece /pi:s/ <i>n.</i> 块; 片; 段; 截               | 65  |
| pigeon /'pɪdʒɪn/ <i>n.</i> 鸽子                   | 96  |
| plan /plæn/ <i>v.</i> 计划                        | 21  |
| plastic /'plæstɪk/ <i>adj.</i> 塑料制的             | 70  |
| plenty /'plenti/ <i>pron.</i> 丰富, 充足,<br>众多, 大量 | 104 |
| point out 指出, 指明                                | 17  |
| polite /pə'laɪt/ <i>adj.</i> 有礼貌的, 客气的          | 17  |
| pollution /pə'lu:ʃən/ <i>n.</i> 污染              | 70  |
| pool /pu:l/ <i>n.</i> 水塘, 水洼                    | 25  |
| popular /'pɒpjələ/ <i>adj.</i> 受大众喜爱的,<br>受欢迎的  | 88  |
| pork /pɔ:k/ <i>n.</i> 猪肉                        | 65  |
| position /pə'zɪʃən/ <i>n.</i> 职位, 职务            | 48  |
| postman /'pəʊstmən/ <i>n.</i> 邮递员, 邮差           | 48  |
| power /'paʊə/ <i>v.</i> 给 ( 车辆或机器 )<br>提供动力     | 57  |
| practice /'præktɪs/ <i>n.</i> 练习                | 33  |
| prefer /prɪ'fɜ:/ <i>v.</i> 更喜欢                  | 89  |
| primary school 小学                               | 25  |
| problem /'prɒbləm/ <i>n.</i> 问题, 难题;<br>困难      | 22  |

|                                                     |    |
|-----------------------------------------------------|----|
| produce /prə'dju:s/ <i>v.</i> ( 自然地 ) 生产,<br>产生, 出产 | 81 |
| product /'prɒdʌkt/ <i>n.</i> ( 自然过程或<br>化学反应的 ) 生成物 | 81 |
| project /'prɒdʒekt/ <i>n.</i> ( 学校的 )<br>课题, 研究项目   | 23 |
| protect /prə'tekt/ <i>v.</i> 保护; 防护                 | 25 |
| pull /pʊl/ <i>v.</i> 拉; 扯; 拖                        | 56 |

## Q

|                                          |    |
|------------------------------------------|----|
| quarter /'kwɔ:tə/ <i>n.</i> 一刻钟,<br>十五分钟 | 81 |
| queen /kwi:n/ <i>n.</i> 女王               | 53 |

## R

|                                                 |          |
|-------------------------------------------------|----------|
| race /reɪs/ <i>v.</i> 比赛<br><i>n.</i> 比赛        | 56<br>57 |
| rainforest /'reɪnfɒrɪst/ <i>n.</i> ( 热带 ) 雨林    | 83       |
| ready /'redi/ <i>adj.</i> 准备好 ( 做某事 ) 的         | 3        |
| realise /'ri:əlaɪz/ <i>v.</i> 知道; 明白; 认识到       | 64       |
| really /'ri:əli/ <i>adv.</i> 确实地, 的确            | 17       |
| recognise /'rekəɡnaɪz/ <i>v.</i> 认出; 认识;<br>辨认出 | 97       |

# Vocabulary



|                                                    |    |
|----------------------------------------------------|----|
| <b>sound</b> /saʊnd/ <i>n.</i> 声音                  | 32 |
| <b>speed</b> /spi:d/ <i>n.</i> 速度, 速率              | 97 |
| <b>stage</b> /steɪdʒ/ <i>n.</i> 舞台                 | 33 |
| <b>start</b> /stɑ:t/ <i>v.</i> 开始                  | 8  |
| <b>stay</b> /steɪ/ <i>v.</i> 停留, 逗留, 留下            | 56 |
| <b>stem</b> /stem/ <i>n.</i> (植物的) 茎, 梗, 柄         | 81 |
| <b>storm</b> /stɔ:m/ <i>n.</i> 暴风雨 (雪)             | 25 |
| <b>strict</b> /strikt/ <i>adj.</i> 严格的, 严厉的        | 48 |
| <b>suddenly</b> /ˈsʌdnli/ <i>adv.</i> 突然,<br>突如其来地 | 33 |
| <b>sugar</b> /ˈʃʊɡə/ <i>n.</i> 糖                   | 81 |
| <b>support</b> /səˈpɔ:t/ <i>n.</i> 支持              | 73 |
| <b>surprise</b> /səˈpraɪz/ <i>n.</i> 意想不到的事        | 96 |

## T

|                                                      |    |
|------------------------------------------------------|----|
| <b>take part in</b> 参加, 参与                           | 13 |
| <b>tap</b> /tæp/ <i>v.</i> (用手指) 轻拍, 轻叩,<br>轻敲       | 40 |
| <b>task</b> /tɑ:sk/ <i>n.</i> 工作, 任务                 | 23 |
| <b>teaching building</b> 教学楼                         | 6  |
| <b>team</b> /ti:m/ <i>n.</i> (游戏或体育比赛的) 队            | 13 |
| <b>tear</b> /tɪə/ <i>n.</i> 眼泪, 泪水                   | 49 |
| <b>textbook</b> /ˈtekstbʊk/ <i>n.</i> 教科书, 教材,<br>课本 | 3  |

|                                                                 |    |
|-----------------------------------------------------------------|----|
| <b>themselves</b> /ðəmˈselvz/ <i>pron.</i> 它们<br>自己; 他们自己; 她们自己 | 97 |
| <b>thirsty</b> /ˈθɜ:sti/ <i>adj.</i> 渴的, 口渴的                    | 72 |
| <b>though</b> /ðəʊ/ <i>adv.</i> 可是, 不过, 然而                      | 81 |
| <b>thought</b> /θɔ:t/ <i>n.</i> 意见, 主意, 观点                      | 24 |
| <b>through</b> /θru:/ <i>prep.</i> 从一端至<br>另一端, 穿过, 通过          | 25 |
| <b>throw away</b> 扔掉, 丢弃                                        | 70 |
| <b>together</b> /təˈgeðə/ <i>adv.</i> 一起, 共同,<br>一齐, 一块儿        | 6  |
| <b>touching</b> /ˈtʌtʃɪŋ/ <i>adj.</i> 感人的, 动人的                  | 48 |
| <b>towards</b> /təˈwɔ:dz/ <i>prep.</i> 向着,<br>朝着 (某个方向)         | 25 |
| <b>traditional</b> /trəˈdɪʃənəl/ <i>adj.</i> 传统的;<br>习俗的; 惯例的   | 35 |
| <b>trailer</b> /ˈtreɪlə/ <i>n.</i> 拖车, 挂车                       | 56 |
| <b>treat</b> /tri:t/ <i>v.</i> 请客, 款待, 招待                       | 64 |
| <b>T-shirt</b> /ˈti:ʃɜ:t/ <i>n.</i> T恤衫, 短袖运动衫                  | 5  |

## U

|                                                 |    |
|-------------------------------------------------|----|
| <b>uniform</b> /ˈju:nəfɔ:m/ <i>n.</i> 制服        | 5  |
| <b>university</b> /ˌju:nəˈvɜ:səti/ <i>n.</i> 大学 | 64 |
| <b>unusual</b> /ʌnˈju:ʒuəl/ <i>adj.</i> 不平常的    | 64 |
| <b>usually</b> /ˈju:ʒuəli/ <i>adv.</i> 通常地; 惯常地 | 72 |



# Vocabulary

## V

**volleyball** /ˈvɒlibɔ:l/ *n.* 排球 ( 运动 ) 35

## W

**waste** /weɪst/ *n.* 废料, 废弃物 70

**weak** /wi:k/ *adj.* 虚弱的, 不强壮的 39

**weekend** /ˌwi:k'end/ *n.* 周末 89

**whole** /həʊl/ *adj.* 整个的, 全部的 64

**wide** /waɪd/ *adj.* 宽的, 宽阔的 25

**wind** /waɪnd/ *n.* 风 25

**within** /wɪð'in/ *prep.* 在 ( 建筑或地区 ) 里 80

**without** /wɪð'aʊt/ *prep.* 缺乏, 没有 16

**wolf** /wʊlf/ *n.* 狼 99

**workshop** /ˈwɜ:kʃɒp/ *n.* 车间, 工场 81

## Y

**yard** /jɑ:d/ *n.* 庭院 89

**yourself** /jɔ: 'self/ *pron.* (*pl.* yourselves) 你自己 9

# Pronunciation guide

## ( I )

| Consonants |                 |
|------------|-----------------|
| Symbol     | Keyword         |
| p          | <b>pen</b>      |
| b          | <b>back</b>     |
| t          | <b>ten</b>      |
| d          | <b>day</b>      |
| k          | <b>keyboard</b> |
| g          | <b>get</b>      |
| f          | <b>fat</b>      |
| v          | <b>visit</b>    |
| θ          | <b>thing</b>    |
| ð          | <b>then</b>     |
| s          | <b>soup</b>     |
| z          | <b>zoo</b>      |
| ʃ          | <b>shop</b>     |
| ʒ          | <b>usually</b>  |
| h          | <b>hot</b>      |
| tʃ         | <b>chair</b>    |
| dʒ         | <b>job</b>      |
| m          | <b>some</b>     |
| n          | <b>sun</b>      |
| ŋ          | <b>spring</b>   |
| w          | <b>war</b>      |
| l          | <b>let</b>      |
| r          | <b>red</b>      |
| j          | <b>year</b>     |

| Vowels |               |
|--------|---------------|
| Symbol | Keyword       |
| ɪ      | <b>bit</b>    |
| e      | <b>desk</b>   |
| æ      | <b>cat</b>    |
| ɒ      | <b>dog</b>    |
| ʌ      | <b>but</b>    |
| ʊ      | <b>put</b>    |
| ə      | <b>about</b>  |
| i      | <b>happy</b>  |
| u      | <b>actual</b> |
| i:     | <b>bean</b>   |
| ɑ:     | <b>father</b> |
| ɔ:     | <b>four</b>   |
| u:     | <b>pool</b>   |
| ɜ:     | <b>bird</b>   |
| eɪ     | <b>make</b>   |
| aɪ     | <b>lie</b>    |
| ɔɪ     | <b>boy</b>    |
| əʊ     | <b>home</b>   |
| aʊ     | <b>now</b>    |
| ɪə     | <b>idea</b>   |
| eə     | <b>chair</b>  |
| ʊə     | <b>tour</b>   |

## Pronunciation guide

( II )

|      |          |           |          |        |
|------|----------|-----------|----------|--------|
| /i:/ | green    | he        | me       | meet   |
| /i/  | busy     | country   | family   | happy  |
| /ɪ/  | big      | live      | sit      | trip   |
| /e/  | desk     | let       | pen      | red    |
| /æ/  | at       | bag       | cat      | lab    |
| /ə/  | about    | across    | teacher  | mother |
| /ɜ:/ | bird     | girl      | shirt    | thirty |
| /ʌ/  | luck     | much      | mum      | sun    |
| /ɑ:/ | card     | farm      | park     | start  |
| /ɒ/  | box      | dog       | hot      | job    |
| /ɔ:/ | forty    | important | morning  | sport  |
| /ʊ/  | book     | cook      | football | good   |
| /u/  | actually | situation |          |        |
| /u:/ | cool     | food      | room     | tooth  |
| /eɪ/ | cake     | date      | game     | name   |
| /aɪ/ | fine     | like      | nice     | time   |
| /ɔɪ/ | boy      | enjoy     | join     |        |
| /əʊ/ | close    | home      | open     | those  |
| /aʊ/ | brown    | down      | how      | now    |
| /ɪə/ | dear     | hear      | near     | year   |
| /eə/ | chair    | share     | their    | where  |
| /ʊə/ | tour     | tourist   |          |        |
| /p/  | help     | map       | pen      | put    |
| /b/  | bean     | bear      | bit      | bus    |
| /t/  | cut      | let       | tall     | tea    |
| /d/  | dad      | desk      | good     | hand   |

|      |                |               |                 |                |
|------|----------------|---------------|-----------------|----------------|
| /k/  | <b>back</b>    | <b>chick</b>  | <b>kilo</b>     | <b>kind</b>    |
| /g/  | <b>bag</b>     | <b>egg</b>    | <b>girl</b>     | <b>green</b>   |
| /f/  | <b>leaf</b>    | <b>family</b> | <b>father</b>   | <b>friend</b>  |
| /v/  | <b>five</b>    | <b>have</b>   | <b>very</b>     | <b>visit</b>   |
| /θ/  | <b>thank</b>   | <b>thing</b>  | <b>think</b>    | <b>thirty</b>  |
| /ð/  | <b>brother</b> | <b>mother</b> | <b>that</b>     | <b>then</b>    |
| /s/  | <b>sale</b>    | <b>see</b>    | <b>send</b>     | <b>sit</b>     |
| /z/  | <b>eggs</b>    | <b>is</b>     | <b>labs</b>     | <b>these</b>   |
| /ʃ/  | <b>fish</b>    | <b>shall</b>  | <b>she</b>      | <b>wash</b>    |
| /ʒ/  | <b>usually</b> |               |                 |                |
| /h/  | <b>home</b>    | <b>house</b>  | <b>how</b>      | <b>hurry</b>   |
| /r/  | <b>read</b>    | <b>red</b>    | <b>rice</b>     | <b>run</b>     |
| /tʃ/ | <b>chair</b>   | <b>check</b>  | <b>search</b>   | <b>such</b>    |
| /dʒ/ | <b>January</b> | <b>job</b>    | <b>join</b>     | <b>juice</b>   |
| /m/  | <b>home</b>    | <b>make</b>   | <b>meat</b>     | <b>time</b>    |
| /n/  | <b>can</b>     | <b>name</b>   | <b>now</b>      | <b>run</b>     |
| /ŋ/  | <b>coming</b>  | <b>eating</b> | <b>standing</b> | <b>talking</b> |
| /l/  | <b>call</b>    | <b>leave</b>  | <b>luck</b>     | <b>wall</b>    |
| /w/  | <b>what</b>    | <b>when</b>   | <b>where</b>    | <b>which</b>   |
| /j/  | <b>year</b>    | <b>yes</b>    | <b>you</b>      | <b>your</b>    |

## 后 记

在建设教育强国、推进义务教育优质均衡发展的时代背景下，外语教学与研究出版社一直致力于用心打造培根铸魂、启智增慧的精品教材，以最高的标准和最严格的要求推进教材编修工作。

在本套教材的修订过程中，为积极落实党的教育方针，发展学生核心素养，编者团队、编辑团队和设计团队付出了巨大的努力。经过他们的系统规划和反复打磨，修订后的教材呈现出全新的面貌。在此，我们向整个团队表示由衷的感谢，他们的专业投入和辛勤付出是教材品质的坚实保障。

此次修订也得到了广大教研员和一线教师的持续关心和热情帮助。他们全面、细致的意见和建议使教材的内容安排和版面设计更加科学合理，更加贴合一线教学需求。我们向各位可敬的教研员和老师致以诚挚的谢意。

此次修订还得到了众多专家学者、社会各界人士及组织的大力支持。本册第五单元的章首图片由黄池女士和肖戈先生授权使用，Developing ideas 板块的听力内容与配图由南京市消防救援支队授权使用。他们的无私帮助保证了教材的语言真实地道、内容鲜活多样。在此，我们一并向他们表示真诚的感谢。

教材是学生学习与教师教学的重要内容和手段，是落实学科课程标准的重要介质。时代在前进，教材的建设也将持续发展。我们热切期待本套教材能得到业内专家持续指正，在未来的实践中亦将广泛征求使用者的意见，使之更加完善，适应我国初中英语教育的不断发展，为学生英语学习和终身发展打下良好基础，为培养学生适应未来发展的正确价值观、必备品格和关键能力，引导学生明确人生发展方向，成长为德智体美劳全面发展的社会主义建设者和接班人做出应有的贡献。

我们的联系方式是：

电 话：400 898 7008

电子邮箱：beed@fltrp.com

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